DOCUMENT RESUME

ED 385 672 AA 001 264

Resources in Education (RIE). Volume 31, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately precedcd by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 385 673 CE 068 513

Automatic Transmission/Transaxle Specialist. Instructor Manual and Student Workbook. Automotive Service Series.
PUB DATE- 95
NOTE- 703p.; For other documents in the series, see ED 310 278 and CE 068 514-519. Approximately half of the document is printed on pastel colored stock.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Instructional Materials; Integrated Curriculum; Job Skills; Learning Activities; Motor Vehicles; Postsecondary Education; Power Technology; Secondary Education; State Curriculum Guides; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- *Transaxles (Automotive); *Transmissions (Automotive)

This curriculum guide for transmission/transaxle specialist is one in a series of automotive service speciality publications that is based on the National Institute of Automotive Service Excellence task lists. The curriculum contains nine units. Each unit of instruction includes some or all of the following components: objective sheet, instructor's guide, information sheet, instructional supplement, assignment sheet, job sheet (and skill test record), written test, answers (to assignment sheets and written test), transparency masters, learning activity package (LAP) sheet, handouts, and other required media. These components are organized within three packages. The instructor's manual includes the following: a curriculum and duty/task crosswalk; basic skills matrix; one set per unit

DOCUMENT RESUME

ED 385 691 CE 068 586

Introduction to Plumbing. Instructor Edition. Introduction to Construction Series.
PUB DATE- 94
NOTE- 218p.; For earlier version, see ED 301 720; for other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Building Trades; Career Exploration; Classroom Techniques; *Competency Based Education; Construction Materials; Equipment Utilization; Hand Tools; Integrated Curriculum; Learning Activities; *Plumbing; Safety; Secondary Education; Skilled Occupations; Teaching Guides; *Trade and Industrial Education

This instructor's guide contains the materials required to teach a competency-based introductory course in plumbing to students who have chosen to explore careers in construction. The following topics are covered in the course's three instructional units: plumbing materials, plumbing tools, and applied skills. Each unit contains some or all of the following: objective sheets, suggested activities, supplemental information/activities to be presented at the instructor's discretion, information sheets, sheets of supplementary information to assist students in solving problems, transparency masters, instructional supplements containing suggestions for teaching basic skills, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are included. (MN)

ED 385 692 CE 068 587

Introduction to Roofing. Instructor Edition. Introduction to Construction Series.
PUB DATE- 95
NOTE- 199p.; For other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Building Trades; Career Exploration; Classroom Techniques; *Competency Based Education; Construction Materials; Equipment Utilization; Hand Tools; Integrated Curriculum; Learning Activities; *Roofing; Safety; Secondary Education; Skilled Occupations; Teaching Guides; *Trade and Industrial Education

This instructor's guide contains the materials required to teach a competency-based introductory course in roofing to students

DOCUMENT RESUME

ED 385 710 CE 069 596

Folk, Karen F., Ed.
Consumer Interests Annual. Volume 41. American Council on Consumer Interests Annual Conference (41st, Washington, D.C., March 15-18, 1995).
PUB DATE- Mar 95
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Adult Education; Advertising; *Consumer Economics; *Consumer Education; *Consumer Protection; Credit (Finance); Deception; Decision Making; Educational Needs; *Educational Practices; Family Income; Food; Foreign Countries; Global Approach; Health Care Costs; Housing; Information Sources; Interest (Finance); *Marketing; Merchandise Information; *Money Management; Purchasing; Retirement; Salary Wage Differentials; Secondary Education; Supply and Demand; Tax Credits; Teaching Methods; Welfare Recipients
IDENTIFIERS- Canada; China; Korea; North Carolina; United States

This proceedings contains the texts of 5 invited papers and 28 refereed papers. The following are among the papers included: "Consumer Interest in the 1990's and Beyond" (Turner); "Esther Peterson and the Consumer Movement" (Galbraith); "The Public's Right to Government Information" (English); "Partnerships in Fighting Consumer Fraud" (Armstrong et al.); "Building Linkages in the Consumer Interest" (Schuchardt, Garman, Hogarth); "Retirement Decisions" (Hong, Yu); "Retirement Timing Decisions of American Men" (Kolodinsky, Avery, Pelch); "Confidence in a Financially Secure Retirement" (DeVaney); "Financial Preparation for Retirement" (Malroutu, Xiao); "Factors Affecting Human Capital Expenditures of Female-Headed Households" (Jang); "Do Marital Status and Presence of Children Affect Women's Wage Rate?" (Wang); "Impact of the Expanded Earned Income Tax Credit on Work Incentives for Welfare Recipients in North Carolina" (Walden); "Financial Knowledge and Behavior of Welfare Recipients" (Marlowe, Godwin, Maddux); "Wife's Employment and Food Expenditures Away from Home" (Jensen, Yen); "Welfare Analysis of Agricultural Policies Using Complete Demand Systems for Different Representative Households in the U.S." (Zuo, Chern); "Lifecycle, Financial and Attitudinal Characteristics of Charitable Donors" (Drollinger, Johnson); "Transaction Costs, Value Structures, and the Economic Organization of Marital Incomes" (Fletcher); "On Taking a Values-focused Approach to the Teaching of Consumer Economics" (Garman, Leech, Ellerbrock); "Protesting Food Price Rises in Retail Markets" (Friedman); "Consumerism in Korea" (Rhee, Lee); "Global Consumer Education" (MacGregor, Greenfield); "Cigarette Consumption in China" (Wang, Halbrendt, Jensen); "Are All Debts Created Equally?" (Godwin); "Determinants of Bank and Retail Credit Card Use" (Choi, DeVaney); "Households Showing Financial Characteristics of Potential Bankrupts" (Yieh, Widdows); "Trends in Environmental Marketing Claims Since the FTC (Federal Trade Commission) Guides" (Mayer et al.); "Consumer Activism to Secure Ecological Objectives" (Friedman); "Consumer Education for Limited Resource Families" (Hogarth, Harrison, Cascio); "Impact of Medicare HMOs (Health Maintenance Organizations) on Business, Private Consumers, and Government (Steiman, Reiboldt); "Portrayal of Children in Advertisements in Selected Magazines" (Hood et al.); "Housing Affordability" (Combs, Combs,

ED 385 728 CE 069 635

Miller, Andrew; And Others
Rethinking Work Experience.
PUB DATE- 91
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cooperative Education; *Employer Attitudes; Evaluation Methods; Foreign Countries; Integrated Curriculum; Postsecondary Education; *Program Design; Program Evaluation; School Business Relationship; Secondary Education; Student Evaluation; Teaching Methods; *Work Experience Programs
IDENTIFIERS- *United Kingdom

This book on work experience programs in the United Kingdom begins with "History and Policy Context" (Ian Jamieson, Andrew Miller), which reviews the development of work experience in the United Kingdom, considers the current policy framework, and poses possible future scenarios. "The Concept of Work Experience" (A. G. Watts) explores the concept and aims of work experience and introduces a theoretical framework. "Some International Comparisons" (Watts) provides an overview of work experience developments in other countries. "The Changing World of Work" (Jamieson) describes the history and current patterns of the world of work in the United Kingdom. "School-Based Organization" (Miller) examines the forms of school-based organization. "LEA-Based Organization" (Miller) examines the variety of systems established for the organization of work experience within local education authorities (LEAs). "Legal Issues" (Watts, Anthony Johns) focuses on the current state of the law relating to work experience. "Employers' Perspectives" (Watts) examines employers' motivations, related issues, and employer roles in work experience schemes. "Integration" (Miller) considers linkages among student learning, work experience, and the school curriculum. "Progression" (Miller) explores the idea of progression in learning through work experience. "Matching Students to Placements" (Miller) addresses issues related to matching. "Teaching Strategies" (Miller) considers strategies used in the five phases of a work experience program. "Assessment" (Jamieson) describes problems and solutions. "Evaluation" (Jamieson) considers existing evidence on the evaluation of work experience. Appendixes include a 333-item bibliography, subject index, and author index. (YLB)

ED 385 729 CE 069 636

Bradshaw, David C. A., Ed.
Bringing Learning to Life: The Learning Revolution, the Economy and the Individual.
PUB DATE- 95
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Adult Learning; *Economics; Educational Development; *Education Work Relationship; Foreign Countries; Futures (of Society); Information Technology; Learning Theories; *Lifelong Learning; Organizational Development; Technological Advancement
IDENTIFIERS- Learning Organizations; United Kingdom

This book contains 13 chapters on issues related to the

DOCUMENT RESUME

ED 385 746 CE 069 667

Hurley, John, Ed.; And Others
Managing GNVQ Development. Frameworks for Managing Learning Series.
PUB DATE- 95
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Continuing Education; Delivery Systems; Developed Nations; Educational Improvement; *Educational Practices; *Educational Quality; Foreign Countries; Job Training; Postsecondary Education; Program Evaluation; Program Implementation; Quality Control; *Standards; *Vocational Education
IDENTIFIERS- *General National Vocational Qualif (England)

This packet contains resources and guidelines for developing General National Vocational Qualifications (GNVQs) for further education programs in Britain. The materials are designed to be used flexibly to determine strategies or define priorities, aid problem solving in developing systems for GNVQs, audit and review existing systems, and provide training and development activities. The materials focus on the management of learning. They present issues and strategies for the provision, organization, and evaluation of GNVQs, addressing key issues such as guidance, assessment, staffing support, and tutorial systems. The packet is organized in sections containing the following different types of materials: (1) context--introduces and defines GNVQs, provides background information, and gives an overview of the development process; (2) frameworks--provides the development materials organized into five broad topic sections (curriculum, learning, support, assessment, and achievement); and (3) resources, including a glossary of terms and a list containing 67 references and citations for further reading. (KC)

ED 385 747 CE 069 669

Financial Investigations. A Financial Approach to Detecting and Resolving Crimes. Text , Instructor's Guide, and Student Workbook.
PUB DATE- 94
NOTE- 1,162p.
LANGUAGE- English
EDRS Price- MF09/PC47 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; Classroom Techniques; Computer Security; Course Content; *Crime; Crime Prevention; Criminals; *Criminology; Evidence (Legal); *Financial Audits; Learning Activities; Lesson Plans; Postsecondary Education; Teaching Methods; Test Items; Units of Study

This packet contains a textbook, an instructor's guide, and a student workbook for a course on conducting financial investigations to detect and solve crimes. The topics covered in the 11 chapters of the textbook and the ancillaries are the following: (1) why financial investigation?; (2) laws related

DOCUMENT RESUME

ED 385 765 CE 069 713

1993-94 Annual Performance Report for the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Postsecondary Institutions.
PUB DATE- 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Academic Education; Academic Standards; Annual Reports; Articulation (Education); Career Counseling; Career Guidance; Community Colleges; Community Education; Consumer Education; Coordination; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Enrollment; Evaluation Criteria; Inservice Teacher Education; Integrated Curriculum; Leadership; Limited English Speaking; One Parent Family; *Outcomes of Education; Pregnant Students; Program Costs; Program Effectiveness; Program Implementation; Program Improvement; Sex Fairness; Special Needs Students; *Statewide Planning; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Wisconsin

During the 1993-94 program year, the 16 local Wisconsin Technical College System (WTCS) postsecondary districts delivered a total of 98,191 services to 36,071 clients through grant activities funded by the Carl D. Perkins Act. The WTCs board developed a format and process for reporting performance measures. All 16 WTCS districts exceeded the 35% standard set for program graduates, the 75% standard set for reported employment, and the 40% standard set for grant activity/training outcomes. Postsecondary-level vocational training and related services were provided to large numbers of special needs clients, including the following: 1,301 single parents, displaced homemakers, and single pregnant women; 7,870 disabled individuals; 2,531 limited English proficient individuals; and 53,535 economically and academically disadvantaged individuals. State staff consultants conducted 115 program evaluations and 11 service evaluations in 1993-94, approved 9 new programs, and discontinued 23 programs. Extensive activities were also conducted in the areas of state leadership and professional development, delivery of training through community-based organizations, consumer and homemaking education, integration of applied academics into vocational education, and career guidance and counseling. (Abstracts describing six exemplary VE programs are attached.) (MN)

ED 385 766 CE 069 715

Selected Offerings for Integrated and Applied Curriculum Development. Resource Document. Bulletin No. 95090.
PUB DATE- 94
NOTE- 353p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Course Content; *Course Descriptions; *Curriculum Development; Educational Change; Educational Improvement; Educational Innovation; *Educational Resources; Education Work Relationship; High Schools;

DOCUMENT RESUME

ED 385 783 CE 069 747

Visiting the Competition. The Report of a Trip by Connecticut Educators, Business People and Labor Leaders To Study Apprentice Programs in Europe in June, 1994.
PUB DATE- Jan 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Education; *Apprenticeships; Developed Nations; *Educational Improvement; *Educational Needs; *Education Work Relationship; *Foreign Countries; High Schools; Postserondary Education; School Business Relationship; State Programs; Technical Education; *Vocational Education
IDENTIFIERS- Connecticut; *Germany

This report presents the views of a group of Connecticut educators, business people, and labor leaders to Baden-Wurttemberg, Germany, where they visited businesses, schools, the chamber of commerce, a labor exchange center, and representatives of the German state's parliament. They learned about the German system of apprenticeship. The observers found the following: (1) in general, the U.S. educational system does not provide students in high school an opportunity to connect their in-school learning to what is happening in the real world; (2) employers in many European countries believe in making a long-term investment in young people, even during times of recession; (3) in the German system, at the end of the 10th grade, students choose whether to continue to a school that prepares them for a university or whether to enter an apprenticeship and continue their education in a workplace setting and a vocational college; (4) about 70 percent of German youth choose the apprenticeship route; (5) the apprenticeship system is prescribed in federal law and the roles of business, unions, and schools are all assigned; (6) a student can enter an apprenticeship in one of 380 different job categories, each of which has national standards developed by industry so that employers throughout the country understand what graduates should know and be able to do; (7) the apprenticeships take from 2-3 years to complete, during which time students are paid and spend about two-thirds of their time in the workplace and the rest of time in school; and (8) the system has a great deal of support in the country. The observers concluded that Connecticut should create a school-to-work program for 11th and 12th graders that would fit into U.S. culture--and make it a priority. (KC)

ED 385 784 CE 069 748

Preparing for a High Performance Work Place.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Educational Legislation; *Education Work Relationship; Federal Aid; Federal Legislation; Futures (of Society); *Job Training; *Labor Force Development; *School Business Relationship; Secondary Education; State Programs; Statewide Planning; Unemployment; *Vocational Education; Work Experience Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Connecticut; Job Training Partnership Act 1982

DOCUMENT RESUME

ED 385 805 CG 026 388

DiCarlo, Margaret A.; And Others
Street Children Draw the Ideal Person.
PUB DATE- 19 Feb 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Society for Cross-Cultural Research (Savannah, GA, February 19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Testing; *Disadvantaged Youth; Early Adolescents; Emotional Problems; Foreign Countries; *Freehand Drawing; Intellectual Development; Intelligence; Mental Health; Physical Health
IDENTIFIERS- Colombia; *Draw A Person Test; Honduras

Forty-three adolescents (11-16 years of age) attending a health care program, Project Alternatives, for "street children" in Tegucigalpa, Honduras, drew randomly assigned pictures of either the ideal man or woman, engaged in some activity. These drawings were compared to samples from adolescents in various parts of the world to assess the global neurological and emotional functioning of Honduran children in relation to children of other geographical areas. Compared to a large sample of adolescents from all over the world, the current participants were significantly more likely to draw the ideal person smiling, missing a body part, working in a job, engaging in adult responsibilities, and with achievement imagery. Using Koppitz' (1984) scoring criteria, the current sample showed more emotional indicators and organic signs than U.S. students, but fewer organic signs than street children in Cali, Colombia. Contains 10 references. (Author/SR)

ED 385 806 CG 026 392

A Portrait of a Generation: 25 Years of Teen Behavior and Attitudes.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cheating; Drug Use; *High Achievement; *High School Students; Late Adolescents; Sexual Abuse; Sexuality; *Student Attitudes; *Student Surveys; Suicide; Violence
IDENTIFIERS- *Annual Survey of High Achievers; Whos Who Among American High School Students

The annual Survey of High Achievers conducted by Who's Who Among American High School Students is the nation's largest, most comprehensive independent sampling of high school students' opinions, attitudes, and behaviors. All the high-achieving 16-18 year old students surveyed have "A" or "B" averages, and 98 percent plan to attend college after high school. During the last 25 years of surveying young people, society has undergone a transformation. The culture has lurched from "The Brady Bunch" to "Beavis and Butthead"; from John Dean to Jeffrey Dahmer; from worries about acne to terror about AIDS. This survey assesses student opinions and experiences in the following topics: (1) school violence; (2) date rape and sexual assault; (3) suicide; (4) drinking and driving; (5) drug use; (6) smoking; (7) cheating; (8) sex; (9) contraceptive use; (10) confidence in government institutions; (11) confidence in the media; and (12) family situations. Results are presented in 48

ED 385 826 CS 012 229

Owen, Pamela, Ed.; Pumfrey, Peter, Ed.
Curriculum and Assessment Issues: Messages for Teachers. Children Learning To Read: International Concerns, Volume 2.
PUB DATE- 95
NOTE- 227p.; For volume 1, see CS 012 228.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Curriculum Development; Elementary Education; *English Curriculum; *Evaluation Methods; Foreign Countries; Global Approach; Reading Achievement; Reading Instruction; Reading Motivation; Reading Research; *Student Evaluation
IDENTIFIERS- Educational Issues; *Emergent Literacy; International Assn Evaluation Educ Achievement; *International Trends

Providing an international perspective on how children learn to read, this second of 2 volumes presents research studies and classroom experiences from the United Kingdom, the United States, Canada, Australia, Jamaica, and Israel, drawing on evidence from 18 countries. Essays in the volumes highlight implications for design, implementation, and evaluation of classroom reading programs. These two volumes address the 3 major concerns of those involved in how children become literate and by what means such achievements may be appraised. They are: developing understanding of the nature of children's early reading development; considering ways in which children's reading can be encouraged; and the assessment of reading standards. Following an introduction ("International Concerns and Controversies" by P. Pumfrey and P. Owen), essays in the second volume are: (1) "Expanding the Dimensions of World Literacy" (C. Foley); (2) "Children's Learning and the New English Curriculum" (B. Raban-Bisby); (3) "The Ecology of Sense-Making: The Literacy-learner's Dilemma" (M. Bogle); (4) "The Avon Collaborative Reading Study" (T. Gorman); (5) "Writing Systems in Different Languages: A Factor Affecting Literacy Standards?" (C. Upward); (6) "'Equal-Plus': A New Initial-teaching Orthography" (N. Atkinson); (7) "Defining the Reading Domain: Is a Curriculum Definition Sufficient To Establish a Standard?" (T. Christie); (8) "A Framework for Literacy Assessment" (P. Smith); (9) "Reading Standards at Key Stage 1 in Schools in England and Wales: Aspiration and Evidence" (P. Pumfrey); (10) "Teachers as Participants in the National Reading Examinations" (E. Meiselles); (11) "A Comparison of Teacher Strategies, Aims and Activities in Two Countries Participating in the IEA Reading-Literacy Study" (V. Froese); and (12) "The IEA Study of Reading Literacy" (P. Allerup). (RS)

ED 385 827 CS 012 230

Koskinen, Patricia S.; And Others
Have You Heard Any Good Books Lately? Encouraging Shared Reading at Home with Books and Audiotapes. Instructional Resource No. 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English

ED 385 844 CS 214 990

Monroe, Suzanne S.
Changing Woman: Aspects of Renewal in Navajo Tribal Literature.
PUB DATE- 6 Jan 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; *Authors; *Females; Higher Education; Language Role; Mythology; *Navajo (Nation); *Oral Tradition
IDENTIFIERS- Native Americans; *Navajo Studies

Historically, among American Indians, the respect for the power of language has been expressed through the oral tradition: stories, myths, folklore, poetry, and song. As life experience has changed for American Indians, they continue to value these stories, recording tribal oral tradition as well as personal biography and life history. The status and strength carried by women and girls in Navajo culture is related to the image and power embodied in this original female deity; and the indigenous stories by community authors will continue to reflect this orientation and influence. Among the many publications reflective of the Navajo woman's experience, there are the following: "Kaibah" by Kay Bennett, "Women in Navajo Culture" by Ruth Roessel, "Alice Yazzie's Year" by Ramona Maher, "Morning and Myself" by Nia Francisco, "Female Rain" and "Male Rain" by Agnes Tso, and "Sandpainting and Bridge Perspective" by Irene Nakai. The most pervasive pattern in these stories and poems is the inference to "Changing Woman," a Navajo female deity--a creator who shapes man from white corn and woman from yellow corn. In Bennett's autobiography, she treats "The Changing Woman Story." At Kaibah's request, her grandmother repeats the actual story of Changing Woman; she concludes by noting that the "God of the Sun" decided to give Changing Woman everything she could wish for and sent his helpers to build a hogan that would please her. Similarly, Roessel explains that while the Changing Woman goes through various changes and stages in her life each year, the Navajo women's lives are greatly influenced by the four seasons. In "Alice Yazzie's Year," a picturebook which is endorsed as a valuable resource by the Navajo Community College at Tsalie, the illustrations move the reader through the Navajo months and seasons--symbolically reinforcing the idea of youth, fertility, maturity, death, and rejuvenation. This historic and religious background of tribal women is of importance in understanding the self-image of the modern young Indian girls, and the source of the strengths that they draw upon to become the contemporary changing woman.

ED 385 845 CS 214 992

Traw, Rick
Socio-Psycholinguistic Assessment of Early Writing Development.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Comparative Analysis; Developmental Stages; *High Risk Students; Primary Education; Qualitative Research; Spelling; *Student Evaluation; Whole Language

ED 385 863 CS 508 976

Neff, Bonita Dostal; And Others
The Need for Integrative Communication within a Multicultural Communication Model: A Case Study of Public Relations Functions and Leadership in Community Development.
PUB DATE- Jul 94
NOTE- 18p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Community Cooperation; Community Development; Higher Education; *Intercultural Communication; Models; *Organizational Communication; *Organizational Effectiveness; *Public Relations
IDENTIFIERS- Ohio (Columbus); *Special Events

A case study analyzed a special event, AmeriFlora '92, held from April 1992 to October 1992 in Columbus, Ohio. AmeriFlora '92 was established as a temporary organization covering nearly 8 years of planning, operations, and dismantling. The lack of attendance and the resulting financial impact inspired a major effort to examine the role of public relations in this international cultural, entertainment, and floral exposition. The focus of the study on public relations functions was also examined in terms of PR's relationship to marketing and advertising (particularly the lack of integrative communication) and most significantly, how reflective these findings are in terms of the communication model(s) described in the literature. Results suggest the need to examine the preparedness of public relations professionals for integrated communication and leadership roles in an organization, especially under conflict situations. Results further indicate the impact of publics on an organization and thus illustrate the ineffectiveness of both the one-way and two-way communication models. Findings suggest the need for adapting a multicultural communication model, especially when the potential for conflict exists. Contains 13 references. (Author/SR)

ED 385 864 CS 508 990

Smith, Robert E.
Starting a Basic Course Section for Communication Apprehensive Students.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Joint Meetings of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Apprehension; Course Descriptions; Higher Education; *Introductory Courses; *Student Evaluation; *Student Reaction; Undergraduate Students
IDENTIFIERS- Personal Report of Communication Apprehension

An instructor of a basic communication course began a section designed for students with high levels of communication

ED 385 882 CS 509 011

Groneman, Carol; Lear, Robert N.
Corporate Ph.D.: Making the Grade in Business.
PUB DATE- 87
NOTE- 175p.; Foreword by Roger B. Smith.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Business Skills; *Career Change; Employment Potential; *Employment Qualifications; *Higher Education; *Organizational Climate; Problem Solving; Professional Development
IDENTIFIERS- Academic Community; *Analytic Ability; Corporate Culture

Charting the ever-increasing integration of "academics" into the business world, this book uses specific examples to describe how the research and analytic skills developed in an academic setting can offer new approaches to problem solving in the business arena. Of use to employers, corporate headhunters and recruiters, and academics seriously considering a career change, the book provides information on finding appropriate workers and positions, and offers insights into bridging the gap between the academic and corporate "cultures." Following a foreword by Roger B. Smith, former Chairman and CEO of General Motors Corporation, chapters in the book are: (1) Worlds in Change: The University and the Corporation; (2) Leaping Off the Ivory Tower; (3) Landing in the Corporate Corridor; (4) Arriving Prepared: Transferable Skills; (5) Clearing Customs: Bridging Academic and Corporate Cultures; (6) Hearing from Employers: Return on Investment; and (7) Looking Ahead: The Future of the Corporate PhD. Contains 50 references. An appendix lists corporate PhDs, employers, and other PhDs interviewed. (RS)

ED 385 883 CS 509 012

Sims, Judy R.; Giordano, Joseph
Newspaper Coverage of the 1992 Presidential Campaign: A Content Analysis of Character/Competence/Image Issues versus Platform/Political Issues.
PUB DATE- Nov 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agenda Setting; Content Analysis; Higher Education; Journalism Research; *Mass Media Role; *Newspapers; *Political Issues; *Presidential Campaigns (United States); United States History
IDENTIFIERS- *Issue Salience; *Media Coverage; Research Suggestions

A research study assessed the amount of front page newspaper coverage allotted to "character/competence/image" issues versus "platform/political" issues in the 1992 presidential campaign. Using textual analysis, methodology of content analysis, researchers coded the front page of the following 5 newspapers between August 1 and November 3, 1992: "The New York Times," "Chicago Tribune," "Los Angeles Times," "Milwaukee Journal,"

ED 385 900 EA 026 921

Legdesog, Callistus Serphin
An Effectiveness Analysis of Professional Development Programs for School Administrators in YAP, SY 1992-93 through SY 1993-94.
PUB DATE- 95
NOTE- 40p.; Master's degree project, University of Hawaii-Manoa.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; Educational Administration; Foreign Countries; Higher Education; Job Analysis; *Leadership Training; Management Development; *Professional Development; *Program Effectiveness; *School Administration
IDENTIFIERS- *Federated States of Micronesia (Yap)

This paper presents findings of a study that examined the effectiveness of professional-development programs for school administrators in Yap, as perceived by Yap principals. Data were gathered from: (1) a survey of 31 principals who participated in the programs over a 2-year period (1992-93 and 1993-94); and (2) a discussion with a focus group comprised of 8 principals, 4 central-office administrators, and 2 subject-area specialists. The survey respondents rated their programs according to seven leadership task areas. They reported that the programs were somewhat effective. Focus-group findings indicate that Yap lacked clear performance criteria for evaluating school administrators' competencies; most school administrators were ill-prepared for their jobs; Yap lacked an organized and systematic professional-development program for school administrators; and Yap had not conducted need assessments to determine training needs. It is recommended that Yap establish a Principals' Academy based on a certification program that is driven by principals' needs. A conceptual framework for the Pacific School Leadership Academy is offered, to be developed with the Community College of Micronesia. The appendix contains a copy of the survey. Three tables are included. (LMI)

ED 385 901 EA 026 922

Winters, Kirk; Kickbush, Peter, Ed.
Teachers and Goals 2000: Leading the Journey toward High Standards for All Students.
PUB DATE- Jun 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Educational Improvement; *Educational Objectives; *Educational Planning; Educational Quality; Elementary Secondary Education; Evaluation Criteria; *Partnerships in Education; School Community Relationship; *Teacher Role
IDENTIFIERS- *Goals 2000

The Goals 2000: Educate America Act offers educators the opportunity to develop a plan for moving all students toward higher levels of learning and to create a broad partnership for

ED 385 918　　　EA 026 942

Manus, Alice L.
Schooling, the Dissenters, and Wollstonecraft.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Educational History; *Educational Philosophy; Elementary Secondary Education; *Equal Education; Feminism; Foreign Countries; Higher Education; *Intellectual Freedom; *Role of Education; Sex Discrimination; Social Action; State Church Separation
IDENTIFIERS- *Dissenting Movement (England); England; Enlightenment Thought; *Wollstonecraft (Mary)

This paper examines the relationship between the educational philosophy of Mary Wollstonecraft and the Dissenters of England. The paper describes the intellectual and political climate of 18th century England, the Dissenting movement, the Dissenting academies, and Wollstonecraft's associations with the Dissenters. During the 1600s and 1700s, religious and political issues were inseparable in England. The Dissenters opposed the British government and the Anglican Church for constitutional and religious reasons, insisting on the "authority of Scripture." Restricted from Cambridge and Oxford, Dissenting academies were formed that integrated secondary and university education. The academies featured a focus on the practical application of knowledge, a broad curriculum, freedom of inquiry, and self-expression. The Dissenting movement, in their protest of oppressive social structure, paved the way for Wollstonecraft's literary effort to emancipate women. Wollstonecraft challenged the prevailing ideology regarding the intellectual and moral inferiority of women and advocated the provision of comparable educational and professional opportunities. Like the Dissenters, she recognized education's role in cultivating reason and fostering virtue, and argued against institutions that perpetuated the economic, social, and political subordination of all humanity. Wollstonecraft believed that all sexes and classes should be educated together in class periods that lasted no longer than one hour, and that physical exercise, sex education, and the humane treatment of animals be integrated into the curriculum. She argued for the formation of a national education system, which was an extension of the Dissenters' philosophies regarding natural rights. An implication is that the role of educators today is to stimulate critical inquiry and social action based upon reason in pursuit of the virtuous society. Contains 12 references. (LMI)

ED 385 919　　　EA 026 944

Richard, Mark R.
The Effect of the Composition of the Property Tax Base on Educational Expenditures in Pennsylvania.
PUB DATE- Apr 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DOCUMENT RESUME

ED 385 935 EA 026 963

Boozer, Michael; Rouse, Cecilia
Intraschool Variation in Class Size: Patterns and Implications. Working Paper #344.
PUB DATE- Jun 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Education; *Class Size; *Educational Quality; Elementary Secondary Education; Racial Differences; *Teacher Distribution; *Teacher Student Relationship

Economists attempting to explain the widening of the black-white wage gap in the late 1970s by differences in school quality have been faced with the problem that recent data reveal virtually no gap in the quality of schools attended by blacks and whites. This paper reexamines racial differences in school quality. It begins by considering the effects of using the pupil-teacher ratio, rather than the school's average class size, in an education-production function, because the pupil-teacher ratio is a rough proxy, at best. Second, the importance of using actual class size rather than school-level measures of class size is considered. Two data sets were analyzed: (1) a 1994 telephone survey of a random sample of 500 New Jersey teachers; and (2) the National Education Longitudinal Survey of 1988 (NELS). The data show that although the pupil-teacher ratio and average class size were correlated, the pupil-teacher ratio was systematically less than or equal to the average class size. Mathematically, part of the difference was due to the intraschool allocation of teachers to classes. As a result, while the pupil-teacher ratio suggests no black-white differences in class size, measures of the school's average class size suggest that blacks were in larger classes. Further, the two measures result in differing estimates of the importance of class size in an education-production function. Another conclusion was that school-level measures may obscure important within-school variation in class size due to the small class sizes for compensatory education. Because black students are more likely to be assigned to compensatory-education classes, a kind of aggregation bias results. The data found that not only were blacks in schools with larger average class sizes, but they were also in larger classes within schools, depending on class type. The intraschool class-size patterns suggest that using within-school variation in education production functions is not a perfect solution to aggregation problems because of nonrandom assignment of students to classes of differing sizes. However, once the selection problem has been addressed, it appears that smaller classes at the 8th grade lead to larger test score gains from 8th to 10th grade and that differences in class size can explain approximately 15 percent of the black-white difference in educational achievement. Eight tables are included. Appendices contain methodological notes and statistical tables. Contains 20 references. (LMI)

ED 385 936 EA 026 964

Morra, Linda G.
Federal Reorganization: Proposed Merger's Impact on Existing Department of Education Activities. Testimony before the Committee on Economic and Educational Opportunities, U.S. House

ED 385 954 EA 026 989

McLoone, Eugene P.
School Finance in Maryland, 1995.
PUB DATE- Sep 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Contracts; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Governance; Policy Formation; *Politics of Education; Privatization; *Public Education; *School Funds; State Aid; *State Government; *State Legislation; Tax Effort
IDENTIFIERS- *Maryland

This paper presents an overview of legislative developments and policy debates that occurred in Maryland during 1994-95 and their effects on school finance. These developments include: (1) the election, by a narrow margin, of a new Democratic governor who promised to restore state cuts in educational expenditures; (2) the increase of minority-party power in the state legislature; (3) the enhanced role of the Maryland State Teachers Association in state-level decision making; (4) the debate over who should control education--professional lay boards or elected political leaders; (5) the effect of stricter Internal Revenue Service (IRS) standards for independent-contract employees; and (6) controversy generated by the American Civil Liberties Union's (ACLU's) charge that the state fails to adequately fund Baltimore City Public Schools. Maryland schools have received funds at the rate of projected increases. A conclusion is that although state-aid formulas need to be revised, education funding is unlikely to change until the size of the state income-tax reduction and future revenues are known. (LMI)

ED 385 955 EA 026 990

Yeager, J. David
Confidentiality of Student Records: A Guide for School Districts Establishing Policies and Procedures with Special Emphasis on Alcohol and Other Drug Use.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); *Confidentiality; Confidential Records; Educational Policy; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Privacy; Public Schools; *School Districts; Special Needs Students; *Student Records; Student Rights; *Substance Abuse

This document sets out the requirements of federal law pertaining to confidentiality of student records. It provides guidance for the development of school-district policies on the handling of student records and provides a framework for legal information sharing. The paper discusses in detail each of the major federal statutes and its requirements: (1) the Family

ED 385 973 EC 304 167

Everson, Jane, Ed.; Enos, JoAnn, Ed.
Postsecondary Education: Opportunities and Challenges for Students Who Are Deaf-Blind.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Career Planning; College Attendance; *College Bound Students; *Deaf Blind; Higher Education; Secondary Education; *Student Educational Objectives; Student Interests; *Student Needs; *Student Personnel Services; Transitional Programs; Vocational Interests
IDENTIFIERS- Americans with Disabilities Act 1990

Some of the opportunities and challenges associated with postsecondary education for young adults who are deaf-blind are considered. Suggestions are offered for transition planning teams to consider, including analysis of students' most and least favorite classes, vocational goals, housing goals, and methods of paying for postsecondary education. A checklist to help in college and career planning is presented for ages 14-16, 16-18, and upon graduation. Provisions of the Americans with Disabilities Act for postsecondary education are outlined. A checklist for assessing postsecondary education supports is also provided, which includes questions to ask regarding large-print materials, notetakers, readers, alternate test-taking methods, interpreter services, taped textbooks, reading machines, Braille materials, transportation services, and counseling and support groups. Finally, six current or former postsecondary students share their experiences and offer recommendations for other young adults considering postsecondary opportunities. (SW)

ED 385 974 EC 304 168

Perkins, Dollean; And Others
Dare to Dream: A Guide to Planning Your Future, A Student's Guide To Transition Planning and Teacher's Guide.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Public Schools.
PUB DATE- 95
NOTE- 60p.; A separately-published brief 15-page "Teacher's Guide" is appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Aspiration; *Career Planning; College Attendance; Decision Making; *Education Work Relationship; High Schools; High School Students; Housing; Independent Living; Learning Activities; Leisure Time; *Mild Disabilities; *Occupational Aspiration; Place of Residence; Self Evaluation (Individuals); Student Participation; *Transitional Programs;

DOCUMENT RESUME

ED 385 992 EC 304 194

Forest, Sue; And Others
Cooperative Learning: Acquiring Specialized Skills: Project CLASS. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 19 Jul 95
NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Agency Cooperation; Competency Based Education; Compliance (Legal); *Cooperative Learning; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Federal Legislation; *Inservice Education; Interdisciplinary Approach; Peer Teaching; Regional Programs; *Rural Education; Teaching Models; Trainers; *Training Methods
IDENTIFIERS- Education of the Handicapped Act 1986 (Part H); Montana

Project CLASS (Cooperative Learning: Acquiring Specialized Skills) was designed to develop, demonstrate, evaluate, and disseminate an inservice training model to enhance the early intervention competencies of professionals in rural states who are delivering Public Law 99-457 (Part H) community and home-based services to infants and toddlers with disabilities and their families. The inservice training model developed by Project CLASS was a linked model using a "train the trainer" strategy in Montana's regionally based early intervention agencies. The project incorporated four foundations (competency-based educational principles, adult learning guidelines, an ecological approach, and family-centered service delivery) into the following model components: (1) problem-based learning, (2) cooperative learning methods, and (3) peer coaching. The inservice training was also tailored to match the specific desires, resources, and needs of participants (approximately 6 learning facilitators and 80 cooperative learning team members). The Project CLASS model was specifically designed to address rural features. Implementation of Project CLASS occurred in three phases. During Phase 1 a learning facilitator in each agency was identified and these facilitators received training in small groups and established cooperative learning teams within their own agencies. During Phase 2 the facilitators identified their teams' priorities for training, developed and implemented individual training plans. During Phase 3 ongoing training of both facilitators and their home teams continued. Nine appendices which comprise 90% of the document, provide information on training agendas, sample training plans, questionnaire data, and lesson plan training materials. (DB)

ED 385 993 EC 304 195

Individualized Education Program Resource Guide.
PUB DATE- 95
NOTE- 172p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Disability Identification; Due

ED 386 011 EC 304 213

Neuwirth, Sharyn
Attention Deficit Hyperactivity Disorder. Decade of the Brain.
PUB DATE- Sep 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Clinical Diagnosis; *Disability Identification; Educational Diagnosis; Educational Needs; Elementary Secondary Education; Etiology; *Hyperactivity; *Intervention; Research and Development; Student Characteristics; Student Evaluation; *Symptoms (Individual Disorders); Therapy

This guide to attention deficit hyperactivity disorder (ADHD) is organized in three parts which address understanding the problem, getting help, and sustaining hope. A question-and-answer format addresses the following topics: symptoms of ADHD; other conditions which may produce similar symptoms; other disorders which may accompany ADHD; causes of ADHD; the identification and diagnosis of ADHD; educational options for the ADHD student; treatments for the individual with ADHD; the possibility of curing or outgrowing ADHD; hope offered by research; and sources of information and support. Three sample cases are used throughout the guide to illustrate major concepts. Suggested resources include books for children, teens, and adults with attention disorders; books for parents; and resources for teachers and specialists. Also listed are 14 organizational resources. (Contains 31 suggested readings.) (DB)

ED 386 012 EC 304 215

School Psychologists: Helping Special Education.
PUB DATE- May 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Classroom Techniques; Counselor Teacher Cooperation; *Disabilities; *Discipline; Elementary Secondary Education; Family School Relationship; Learning Strategies; Parent Participation; *Psychoeducational Methods; Psychological Services; *School Psychologists; Staff Role

This guide presents innovative school psychological practices to help children with disabilities learn. Descriptions are provided on programs, practices, and particular cases, divided into four sections: 13 suggestions for helping students learn, 10 guidelines for helping teachers teach, 8 ideas for developing family-responsive schools, and 15 practices useful in disciplining students. It is suggested that psychologists can help students with disabilities learn through attention to such issues as motivation, attention, impulse control, and unique needs of each child. Psychologists can also help teachers to deal with behaviors in the classroom which block learning and to use practical interventions to improve learning and behavior. School psychologists can play an active role in

DOCUMENT RESUME

ED 386 032 FL 023 190

Longcope, Peter
The Universality of Face in Brown and Levinson's Politeness Theory: A Japanese Perspective.
PUB DATE- 95
NOTE- 13p.; For the complete volume in which this paper appears, see FL 023 186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Cultural Context; *Cultural Traits; English; Foreign Countries; *Language Patterns; Language Research; *Language Role; Language Usage; Linguistic Theory; *Self Concept
IDENTIFIERS- *Japanese People; *Politeness

A 1978 theory of politeness based on the concept of "face" (public self-image) and proposed at the time as comprehensive and universal, is examined in the context of more recent research. The theory holds that everyone has both negative and positive face, both of which are threatened by another at times, and that individuals will choose from among five politeness strategies to use before performing a face-threatening act. People from different cultures will implement politeness strategies according to the ethos of their particular cultures, and one or more strategy(ies) will be prevalent. Criticisms of the theory made by researchers are discussed, including perceived flaws in the proposed bases for individuals' selection of strategies (rights and obligations) and refutation of the notion that each individual has both positive and negative face. It is argued that new definitions (in particular, for the notions of discernment and volition) and concepts (relative face orientation) must now be incorporated into politeness theory. Contains seven references. (MSE)

ED 386 033 FL 023 191

Nabei, Toshiyo
Learning Grammar in the United States: A Case of Japanese Students.
PUB DATE- 95
NOTE- 19p.; For the complete volume in which this paper appears, see FL 023 186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; College Students; *Communicative Competence (Languages); *Educational Strategies; English (Second Language); *Foreign Students; *Grammar; Intensive Language Courses; Language Research; Questionnaires; Second Language Instruction; *Student Attitudes
IDENTIFIERS- Japanese People; United States

This study investigated Japanese students' perceptions of grammar instruction in the United States. Subjects were six university students in an intensive English course focusing on reading and writing, but also including grammar instruction, and using communicative and interactive approaches. Data were drawn from two student questionnaires, administered in Japanese, and classroom observation. Results indicate that students are most interested in learning communicative English, and do not

ED 386 052 FL 023 216

On-lai, Annie Lee

The Variety and Effectiveness of Strategies Employed in Vocabulary Explanations in EFL Classrooms in Hong Kong.

PUB DATE- 94

NOTE- 18p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Audiovisual Aids; *Classroom Communication; *Classroom Techniques; Comparative Analysis; *English (Second Language); Foreign Countries; Grade 9; Grade 10; High Schools; Instructional Effectiveness; *Nonverbal Communication; Second Language Instruction; *Vocabulary Development

IDENTIFIERS- Hong Kong

This study examined the effectiveness of two factors in second language vocabulary teaching: (1) presence or absence of a text; and (2) use of a variety of explanation types. The study's context was three 9th grade and one 10th grade class of English-as-a-Second-Language students in Hong Kong. All classes were taught by different teachers. Their classroom techniques for vocabulary instruction were videotaped and identified as nonverbal (use of objects, use of blackboard drawings, use of pictures, demonstrations, use of gestures) or verbal (use of synonyms, paraphrasing, exemplification, dictionary definition, use of affixes and word roots, first-language explanation, solicitation of first-language explanation from students). Each of the four classes was then given a different treatment for instruction of 10 vocabulary items: use of a text and multi-type explanations; text and single type of explanation; multi-type explanations without use of a text; and single explanation type without text. Comparison of pretest and posttest performance suggests that use of text is effective in helping learners abstract word meaning, but it was not clear whether single or multiple explanation types were more effective. (MSE)

ED 386 053 FL 023 217

Yu, Vivienne; And Others

English Extensive Reading in the Primary Curriculum: Current Practices and New Initiatives.

PUB DATE- 94

NOTE- 18p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Class Activities; Classroom Techniques; *Curriculum Design; Educational Strategies; Elementary Education; *English (Second Language); Foreign Countries; Instructional Effectiveness; Media Selection; *Reading Difficulties; *Reading Instruction; *Reading Materials; Second Language Instruction; Surveys; Teacher Attitudes

IDENTIFIERS- Hong Kong

A Hong Kong survey, part of a primary school English-as-a-Second-Language curriculum development effort, investigated the extent to which extensive reading materials and activities are used at

ED 386 072 FL 801 071

Cuadernos de Autoformacion en Participacion Social: Metodologia. Volumen 2. Primera Edicion (Self-Instructional Notebooks on Social Participation: Methodology. Volume 2. First Edition).
PUB DATE- Dec 90
NOTE- 70p.; For related documents, see FL 801 069-075.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; *Adult Programs; Adult Students; Andragogy; Basic Skills; *Community Involvement; Educational Improvement; Foreign Countries; Mexicans; Models; Program Descriptions; Program Implementation; Spanish
IDENTIFIERS- *Mexico

The series "Self-instructional Notes on Social Participation" is a six-volume series intended as teaching aids for adult educators. The theoretical, methodological, informative and practical elements of this series will assist professionals in their work and help them achieve greater success. The specific purpose of each notebook is indicated in the introduction. This notebook is intended as a work tool presenting an educational planning model to develop programs and projects that translate the work of promoting social participation in concrete strategies and actions. The model also presents ideas for helping the society at large to respond positively to these adult education efforts. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KM)

ED 386 073 FL 801 072

Cuadernos de Autoformacion en Participacion Social: Proyectos del INEA. Volumen 3. Primera Edicion (Self-Instructional Notebooks on Social Participation: INEA Projects. Volume 3. First Edition).
PUB DATE- Dec 90
NOTE- 82p.; For related documents, see FL 801 069-075.
LANGUAGE- Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; Adult Students; Andragogy; Basic Skills; *Community Involvement; Cultural Enrichment; Educational Improvement; Foreign Countries; Mexicans; Models; *Program Descriptions; Program Effectiveness; Spanish; Urban Education
IDENTIFIERS- *Mexico

The series "Self-instructional Notes on Social Participation" is a six volume series intended as teaching aids for adult educators. The theoretical, methodological, informative and practical elements of this series will assist professionals in their work and help them achieve greater success. The specific purpose of each notebook is indicated in the introduction. This notebook describes projects carried out by the National Institute for Adult Education (INEA). The intention is to make known the part that each project plays in the work of the whole

ED 386 091 HE 028 493

Noble, Keith Allan
The Part-Time Student and the University of Ottawa: A 1988 Survey Report on Their Relationship.
PUB DATE- 27 Apr 88
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; College Administration; College Faculty; College Students; Educational Quality; Foreign Countries; Graduate Students; Higher Education; Marketing; Organizational Communication; *Part Time Students; Personnel; *Student Attitudes; *Student School Relationship
IDENTIFIERS- *University of Ottawa (Canada)

This study investigated the relationship between the part-time student and the University of Ottawa (Ontario, Canada) using a survey designed around the marketing principles of price, place, product, personnel, and promotion. The survey asked questions concerned with problems associated with fees (price), the campus and its facilities (place), course quality (product), academic and other staff (personnel), and communication between the university and student (promotion). The instrument, was mailed to a randomly selected proportional sample of 1,000 part-time students at the University in February, 1988. Completed instruments were received from 50.1 percent of the sample. Of the respondents 94 percent were 25 years of age or older. The survey found that students disliked the registration process, that problems with parking was a common complaint, as were the hours held by offices and bookstores. The quality of the professors was a concern and the availability of prerequisite courses was also seen to be problems. Students felt that academic staff did not always use adult education techniques and many professors made inconsiderate demands. They noted that support staff did not communicate bilingually with students and that staff were not available due to restricted office hours. Also, 70 percent of part-time students did not read any of the three campus newspapers. (Contains 29 references.) (Author/JB)

ED 386 092 HE 028 494

Attrition and Retention of Full-Time, First-Time and Full-Time, Transfer Students in Baccalaureate and Associate Degree Programs, Including Postsecondary Opportunity Students, State University of New York, Class of 1992. Report No. 4-95.
PUB DATE- Jun 95
NOTE- 900p.; Map in Part 5 contains very small, filled-in type.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Cohort Analysis; College Freshmen; College Graduates; *College Students; Community Colleges; Enrollment; *Enrollment Trends; Ethnic Groups; *Full Time Students; Higher Education; Institutional Research; Race; *School Holding Power; State Colleges; State Universities; *Student Attrition; Student Characteristics; *Transfer Students
IDENTIFIERS- *State University of New York

This publication summarizes the responses of the State University of New York (SUNY) constituent institutions to the 1994

ED 386 112 HE 028 520

College Savings: Information on State Tuition Prepayment Programs. Report to Congressional Requesters.
PUB DATE- Aug 95
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; *Enrollment; Higher Education; Income; *Paying for College; Program Descriptions; *Program Evaluation; School Choice; *State Programs; State Universities; Taxes; *Tuition
IDENTIFIERS- Alabama; Alaska; Florida; Michigan; Ohio; Pennsylvania; *Prepayment Plans; *Tuition Prepayment; Wyoming

This report examined state tuition prepayment programs (STPPs) in Alabama, Alaska, Florida, Michigan, Ohio, Pennsylvania, and Wyoming, focusing on how the programs operate and the participation rates they have achieved. It also assessed the income level of program participants, options for increasing the participation of lower-income families, and key issues surrounding STPPs. The report found that while the seven programs studied all operated similarly, they also had many unique features that distinguished them from one another. Existing programs have also achieved varying overall participation rates. Most participants in STPPs come from middle- and upper-income families, largely due to the lack of discretionary income among low-income families. Key issues surrounding such programs include: (1) the applicability of federal tax provisions; (2) the potential effect STPPs have on students' educational choices; (3) their appeal to mostly middle- and upper-income families; (4) their value as an investment for purchasers; and (5) the degree of risk they pose for states. Four appendixes provide an overview of program features, additional problems that states may encounter in establishing and operating STPPs, federal taxation issues related to STPPs, and General Accounting Office contacts and staff acknowledgements. (Contains 115 references, 6 tables, and 9 figures.) (MDM)

ED 386 113 HE 028 521

Economic Impact of Loyola University Chicago. Fiscal Year 1994.
PUB DATE- Jun 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Impact; Employers; *Employment; Higher Education; *Income; Investment; School Business Relationship; *School Community Relationship; School Construction; Socioeconomic Influences; *Taxes; *Universities
IDENTIFIERS- Illinois (Chicago Metropolitan Area); *Loyola University IL

This report describes and quantifies the magnitude of Loyola University's operations and how they affect the economy of Chicago (Illinois), analyzing the impact on the local community and on various segments of the metropolitan area. It first describes the university's four campuses, the university's role in the community, and the size of its operations. It then notes that the university and related activities have an annual impact on the local economy of $1.04 billion and provide 14,774 jobs. The report also revealed that Loyola University: (1)

of instructor's guide, answers, and test code sheets; and instructional supplement (one set for all basic skills enablers appearing in the book). The instructor's resource package contains one set per unit of LAP sheet, transparency masters, and written test; handouts; and other required media. The student workbook includes objective sheets, information sheets, assignment sheets, and job sheets. The nine units cover the following topics: introduction to automatic transmissions and transaxles; servicing hydraulic system components; servicing rear-wheel drive transmissions; servicing torque converter and oil pump; servicing gear train/gearsets; servicing friction units and cooler; servicing front-wheel drive transaxles; diagnosing general automatic transmission/transaxle problems; and testing related electronic components. (YLB)

ED 385 674 CE 068 514

Brakes Specialist. Teacher Edition. Automotive Service Series. Second Edition.
PUB DATE- 93
NOTE- 786p.; For earlier edition, see ED 311 295; for other documents in the series, see ED 310 278 and CE 068 513-519. Printed on pastel colored stock.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Instructional Materials; Integrated Curriculum; Job Skills; Learning Activities; Motor Vehicles; Postsecondary Education; Power Technology; Secondary Education; State Curriculum Guides; Student Evaluation; *Trade and Industrial Education
IDENTIFIERS- *Brakes (Automotive); *Brake Services

This curriculum guide for automatic brakes service is one in a series of automotive service speciality publications that is based on the National Institute of Automotive Service Excellence task lists. The curriculum is composed of four units. Each unit of instruction may contain some or all of the following components: objective sheet, suggested activities, extensions and options, information sheets, supplements, assignment sheets, job sheets, practical tests, written tests, and answers to the activity sheets, assignment sheets, and written tests, all of which are included in the instructor edition. Extensions and options, supplements, transparency masters, and activity sheets are optional components that may be included in some or all units. The student workbook includes the objective sheets, information sheets, supplements, activity sheets, assignment sheets, and job sheets. The four units cover these topics: servicing brake hydraulic system and wheel bearings, servicing drum brakes, servicing disc brakes, and servicing antilock brakes. The guide includes a basic skills matrix and curriculum and duty/task crosswalk.(YLB)

ED 385 675 CE 068 515

Electrical Systems Specialist. Teacher Edition. Automotive Service Series.
PUB DATE- 91
NOTE- 718p.; For other documents in the series, see ED 310 278 and CE 068 513-519. Printed on pastel colored stock.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

who have chosen to explore careers in construction. The following topics are covered in the course's three instructional units: roofing materials, roofing tools, and applied skills. Each unit contains some or all of the following: objective sheets, suggested activities, supplemental information/activities to be presented at the instructor's discretion, information sheets, sheets of supplementary information to assist students in solving problems, transparency masters, instructional supplements containing suggestions for teaching basic skills, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are included. (MN)

ED 385 693 CE 068 588

Introduction to Sheet Metal. Instructor Edition. Introduction to Construction Series.
PUB DATE- 94
NOTE- 222p.; For other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Building Trades; Career Exploration; Classroom Techniques; *Competency Based Education; Construction Materials; Equipment Utilization; Hand Tools; Integrated Curriculum; Learning Activities; Machine Tools; Metal Working; Safety; Secondary Education; *Sheet Metal Work; Skilled Occupations; Teaching Guides; *Trade and Industrial Education

This instructor's guide contains the materials required to teach a competency-based introductory course in sheet metal work to students who have chosen to explore careers in construction. The following topics are covered in the course's three instructional units: sheet metal materials, sheet metal tools, and applied skills. Each unit contains some or all of the following: objective sheets, suggested activities, supplemental information/activities to be presented at the instructor's discretion, information sheets, sheets of supplementary information to assist students in solving problems, transparency masters, instructional supplements containing suggestions for teaching basic skills, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one

Ziebarth); and "Household Demand System Analysis" (Fox). Also included are abstracts/descriptions of 12 refereed showcase and poster presentations; summaries of 10 panel, workshop, and invited paper sessions; and abstracts of 4 graduate student papers. (MN)

ED 385 711 CE 069 597

Frybarger, Malinda J.
Delivery of Workplace Know-How Skills to Secondary Education Students in Kalamazoo County. An Inventory.
PUB DATE- Mar 95
NOTE- 54p.; Prepared for the Kalamazoo County Education for Employment Council Outcomes Task Force. For a related document, see CE 069 598.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Basic Skills; Behavior Patterns; Classroom Techniques; Community Surveys; Counselor Attitudes; Curriculum; *Delivery Systems; Educational Needs; Educational Objectives; *Employment Qualifications; *Individual Characteristics; *Interpersonal Competence; Job Skills; Questionnaires; Secondary Education; *Secondary Schools; Teacher Attitudes; Vocational Education; Work Attitudes
IDENTIFIERS- *Michigan (Kalamazoo County)

A study examined the delivery of workplace know-how skills training to secondary-level students in Kalamazoo County, Michigan. A total of 16 teachers, administrators, and counselors from the county's schools were interviewed regarding existing mechanisms for delivering training in 23 workplace know-how skills that a group of local employers had previously identified as critical to productivity and success in the workplace. Basic academic skills and task achievement competencies were integral parts of each school curriculum studied. Personal characteristics were being taught primarily through modeling and one-on-one interaction with students. Initially, most respondents indicated that behaviors with respect to organizations and interpersonal skills were not being directly addressed; however, closer questioning revealed that such skills are being addressed in relation to the education environment. The biggest identified barrier to delivery of workplace know-how skills training was said to be public perception that teaching and learning are not conducive to integrated, hands-on approaches to education and fear that movement toward practical applications will result in a "loss of basics." There is a need for a "teaching work force" and educators with "real-life" experience to model to students. (Appended are the following: interviewer protocol procedure for identifying interviewees; survey instrument; lists of Education for Employment Assessment Workgroup and Education for Employment Outcomes Task Force members and study participants; and glossary.) (MN)

ED 385 712 CE 069 598

Hollenbeck, Kevin
The Workplace Know-How Skills Needed To Be Productive. Technical Report.
PUB DATE- May 94
NOTE- 73p.; Prepared for the Kalamazoo County Education for Employment Outcomes Task Force. For a related document, see CE 069 597.
LANGUAGE- English

connections between learning and the economy. "Introduction" (David Bradshaw) provides an overview of the connection between work and learning. "Learning Does Pay" (Christopher Ball) explores this assertion about the value of human development. "Education and Training: An Historical Perspective" (Jon Ainger, Roy Harrison) concerns the search for radical solutions to improve education and training during the past 30 years. "Lifelong Learning: A Brave and Proper Vision" (Naomi Sargant) explores learning as a necessary entry-point to the information society. "Human Learning Potential" (Ken Richardson) looks at traditional views about human potential and how they have been modified by recent psychological research. "Learning Theory: Harnessing the Strength of a Neglected Resource" (David Bradshaw) argues that teachers should try to develop the right side of the brain. "Curriculum and Curriculum Process for a Changing World and an Uncertain Future" (Anne Jones) explores the type of curriculum necessary for now and for the future. "A Learning in Organizations Model" (Alan Jones) provides a model that combines adult learning theory with ideas about the learning organization. "Towards the Virtual Library: Deconstruction and Reconstruction of Learning Resources in Higher Education" (Alasdair Paterson) explores the change in emphasis to management of information. "Structures and Funding" (Tony Cann) examines the leadership and funding necessary to realize a learning society. "Learning: A Qualified Success?" (John Hillier) deals with assessment of learning. "Towards a Strategy for Lifelong Guidance to Support Lifelong Learning and Work" (A. G. Watts, Stephen McNair) proposes guidance as a support for individuals within changing organizational structures. "A Strategy to Achieve Lifelong Learning" (Tony Webb) draws conclusions in policy terms on the strategy to achieve lifelong learning and suggests outputs of the education and training system in the next century. Notes on contributors and an index are appended. (YLB)

ED 385 730   CE 069 637

Henry, Jane
Teaching through Projects. Open and Distance Learning Series.
PUB DATE- 94
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Distance Education; Experiential Learning; Foreign Countries; Guidelines; Guides; *Open Education; Student Evaluation; *Student Projects; Teacher Responsibility; *Teaching Methods
IDENTIFIERS- United Kingdom

This book shows how project work can be used in open and flexible learning. It is divided into three sections. Section A provides background on the use of project work in education and training. Chapter 1 introduces the features that characterize project work and related activities. Chapter 2 examines the varieties of project work and provides examples of projects from various disciplines, including open and distance learning. Chapter 3 offers a brief history of the project approach to teaching and describes some reasons for teaching through projects as well as their drawbacks. Section B describes the process of undertaking a project through an examination of the difficulties typically encountered at each stage of project work. Chapter 4 elaborates on the problems associated with topic selection; chapter 5 addresses the pitfalls that can occur during data collection; and chapter 6 examines the to financial crimes; (3) evidence; (4) sources of information; (5) financial institutions as sources of information; (6) tracing the movement of money through a business; (7) tracing funds using the direct method of proof; (8) tracing funds using indirect methods of proof; (9) planning, conducting, and recording an interview; (10) investigative techniques; and (11) money laundering and forfeitures. The text also contains responses to end-of-chapter questions, a glossary, and two appendixes listing selected sources of information and American Bankers Association numbers of cities and states and Federal Reserve districts. The instructor's guide provides materials for each chapter, including preparation requirements, instructor notes and presentation outline, and an appendix containing exercise feedback sheets, case studies, role-play scenarios, chapter transparencies, and supplemental chapter information. The guide also includes a bank of tests and quizzes. The student workbook contains supporting and supplemental materials to the textbook content including: introductions to each of the chapters, individual and group skill exercises, information sheets, case studies, and worksheets. (KC)

ED 385 748 CE 069 672

Bloem, Patricia L.
Bringing Books to Adult Literacy Classrooms. Research to Practice.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Literature; *Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Childrens Literature; *Literacy Education; *Picture Books; Reading Interests; Reading Materials; Reading Material Selection

This publication attempts to answer some common questions from adult basic education and General Educational Development teachers about the practice of using children's literature in the adult literacy classroom. Answers include the following: some books in the children's literature market are meant to be read and enjoyed by a wide diversity of ages; adults are not offended if children's literature is used as long as appropriate titles are chosen and they are presented carefully; benefits are expanded opportunities for student comprehension and enjoyment, suitability of picture books to short periods of instruction, and wide availability of books; and since books are available in the science, social studies, reading, and writing skills, children's informational books are a wonderful way to introduce concepts, demonstrate a point, or provide information to supplement textbooks. Suggested uses for children's books include reading aloud at the beginning of each class, projection onto an overhead screen so that students can read together, offered as writing prompts, offered as good writing models, and expansion of interdisciplinary units. The publication proposes that the practice of using children's literature rests on the whole language approach. It concludes by listing these programs that currently use children's literature: family literacy programs; Beginning with Books program, Carnegie Library of Pittsburgh; library discussion groups; and an adult basic education class of the Ohio Literacy Resource Center. Contains 27 references. (YLB)

ED 385 749 CE 069 673

*Integrated Curriculum; State Curriculum Guides; Technical Education; *Tech Prep; Vocational Education
IDENTIFIERS- *Wisconsin

This document was designed to help educators develop curriculum for secondary staff to implement the Tech Prep Initiative in Wisconsin. Resources listed were measured against guidelines that specified that the curriculum content and delivery must be integrated and applied, focusing on authentic tasks. The applied courses listed had to have high academic and occupational standards for all students, a common curriculum for all students, and not block a student from seeking any postsecondary option. Integrated courses had to have academic and vocational-technical content integrated, be based on emerging content standards and SCANS (Secretary's Commission on Achieving Necessary Skills) competencies, and incorporate the best from both academic and vocational-technical disciplines. This guide lists the curriculum content in the following categories: integrated courses, applied courses, career/work-based learning, and occupational specific courses. Courses are also categorized by content discipline (agriculture, business, family and consumer, health occupations, marketing, technology, language arts, mathematics, science, and social studies). In addition, the resource guide groups the integrated and applied curriculum by the tech prep consortium in which the school district is located. The document also includes a listing of tech prep coordinators or liaisons within individual districts and tech prep coordinators at the technical college level and their telephone numbers. (KC)

ED 385 767   CE 069 718

Hayward, Becky Jon; Tallmadge, G. Kasten
Strategies for Keeping Kids in School: Evaluation of Dropout Prevention and Reentry Projects in Vocational Education. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- Jun 95
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Demonstration Programs; *Dropout Prevention; Dropout Programs; *High Risk Students; High Schools; Outcomes of Education; *Program Effectiveness; Program Evaluation; Tables (Data); *Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984

An evaluation was conducted of a 3-year demonstration program the purpose of which was to demonstrate the efficacy of projects that included vocational education as a key component in encouraging at-risk youth to remain in or return to school. Six of the 10 project grantees, funded under the Cooperative Demonstration Program of the Carl D. Perkins Vocational Education Act, were evaluated, using process and outcome information from 12 localities. The study found that only one-third of the projects achieved significant reduction in the number of participants who dropped out of school. Projects were generally more successful, however, in improving participants' school performance and affiliation, with 10 of the 12 demonstrating increases in participants' grade point average, 7 showing reduction in number of courses failed, and 7 showing improvements in participants' perceptions of the safety of their school environment. Among the components that appeared to be critical for improving the persistence and educational

As part of the effort to create a labor force that is competitive across the world, Connecticut is planning a School-to-Career System that would give high school students the opportunity to extend learning into the community and workplace. The state would provide schools with information about the fastest-growing jobs and skills needed for entry-level positions; the academic, employability, and technical skill standards would be translated into curriculum ideas; and each program would include a workplace experience. A visit to Germany to learn about apprentice programs resulted in the following recommendations to improve the passage from school-to-career: creation of new relationships among employers, labor organizations, and educators; structured programs with employers for high school students; use of applied, hands-on curricula; and development of a system to connect schools to employers. For the third year, the statewide recognition program, Educating for High Performance, has identified, validated, and honored the work of educators involved in change aimed at high standards and higher student achievement levels. Recommendations regarding Carl Perkins funding and the Job Training System urge schools to move vocational education toward programs that use applied curricula and toward school-to-career opportunities for students and the state to continue to provide basic education programs for people outside the labor force. (YLB)

ED 385 785 CG 026 108

Rasco, Carol H.
Schools as Neighborhood Service Centers: Summary of the Talking Points of Carol H. Rasco, Assistant to the President for Domestic Policy .
PUB DATE- 94
NOTE- 9p.; A summary of the Notes from which a paper was presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994). Title reads "A Summary of the Talking Points."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; *Cooperation; *Educational Legislation; Elementary Secondary Education; *Family School Relationship; *Integrated Services; Intervention; Parent School Relationship; Pupil Personnel Services; *School Community Relationship; *School Involvement; School Role; Services

Schools consistently and directly touch the lives of many residents. This paper offers a summary of points on how schools can become a neighborhood locus for family-centered and comprehensive services, which will aid in the establishment of safe, disciplined, and drug- and alcohol-free schools and communities. Schools and educators should shift their efforts from fragmented, often inadequate supports and services, to collaborative and comprehensive strategies that emphasize development, opportunities, and prevention. Schools must be made safe and even though the role of pupil personnel services is not and should not be that of policing, they must nevertheless be prepared to meet young people's increasing needs for safety. Reviewed here is recent or pending legislation that encourages comprehensive strategies for serving children and families: the Violent Crime Control and figures throughout the text. (SR)

ED 385 807 CG 026 394

Drummond, Robert J.; Drummond, Heather A.
Northeast Florida College Reach Out Program: 1995 Evaluation Report.
SPONS. AGENCY- Florida State Legislature, Tallahassee.
PUB DATE- 95
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Career Choice; *College School Cooperation; *Educationally Disadvantaged; Grade 7; Grade 8; Higher Education; Junior High Schools; Junior High School Students; Locus of Control; Lower Class Students; Minority Group Children; Student Attitudes; Student Educational Objectives; Student Motivation; Student Surveys; Study Skills
IDENTIFIERS- *College Reach Out Program FL; *School Attitude Measure (Dolan and Enos)

The College Reach Out Program is an educational program funded by the Florida Legislature designed to motivate and promote students in grades K-12 to complete high school and enroll in some type of postsecondary educational institution. The program is an attempt to help racial/ethnic minorities, low income students, and educationally disadvantaged students to complete their education and be prepared for the demands of the workplace. The program consisted of a series of orientations which included student and parent workshops, study skills information, academic tutoring and role model sessions. A time series design was utilized to collect evaluation data from the students and staff. The major instruments used were the: (1) School Attitude Measure (SAM); (2) Self Directed Search; and (30 Culture Free Self-Esteem Inventory (CFSEI). The responses to the items on SAM and CFSEI indicated that most of the 11- to 13-year-old students (N=41) showed acceptance of the value of education and the need to do well in school. In general, they felt that they did have the support and encouragement of their teachers, parents, College Reach Out Program Staff, and that they can achieve. Two appendices are included with the verbatim responses of students and staff to their questionnaires. (SR)

ED 385 808 CG 026 396

Beyer, Sylvia; Davanis, Michele
The Effects of Performance Feedback, Depression, and Gender on Self-Evaluations.
PUB DATE- Jun 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Confidence Testing; Depression (Psychology); Mental Health; Motivation; *Performance Tests; Self Concept; Self Evaluation (Individuals); *Sex Bias; *Sex Differences

In an experiment to test whether gender differences in self-evaluation biases exist, 264 female and 174 male students were used. Participants were placed in mixed-sex groups, ranging from 2-10 people. Test anonymity and non-competitiveness were

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; *Beginning Reading; *Childrens Literature; Cultural Differences; Family School Relationship; Grade 1; Primary Education; Program Descriptions; Program Effectiveness; *Reading Aloud to Others; *Reading Improvement; *Talking Books
IDENTIFIERS- *Shared Reading

This paper describes a school-home reading project that was developed to support culturally and linguistically diverse beginning readers, and offers practical suggestions for starting such a program. First-grade classrooms from 5 Chapter 1 schools in a large suburban school district are participating in the project. Teachers in these classrooms send books and audiotapes home on a daily basis to supplement the classroom reading instructional program. The audiotaped books provide an opportunity for students to hear English storybooks in their home environment, using familiar literacy instructional materials from school. Practical suggestions addressed in the paper include selecting books, preparing audiotapes, acquiring tape recorders, organizing home-school materials, introducing home-school procedures to children, and assessing the effectiveness of the home-school reading program. To accommodate a range of interests and reading difficulty levels, over 150 books with commonly used English language patterns were selected for use. The books range in length from 14 words to complex narrative stories. To develop daily home reading routines, the project provided access to literacy materials (books, audiotapes, tape recorders), training in procedures for their use, and regular communication with parents about the reading activity. Parents and teachers who participated in the project have observed a definite increase in children's fluency and reading independence, as well as increased student interest in books. (Contains 25 references. An appendix lists selected books used in the project, along with the publisher, level, and number of words for each book.) (Author/RS)

ED 385 828   CS 012 231

Booth, James R.; Hall, William S.
A Hierarchical Model of the Mental State Verbs. Reading Research Report No. 42.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Developmental Stages; Early Childhood Education; Elementary Education; Language Research; Models; Reading Research; *Verbs; Vocabulary Development
IDENTIFIERS- *Hierarchical Models; Knowledge Acquisition

A study investigated children's understanding (3-, 6-, 9-, and 12-year-olds) of the different levels of meaning of the cognitive verb "know" as defined by the abstractness and conceptual difficulty hierarchy of W. S. Hall, E. K. Scholnick, and A. T. Hughes. Results indicated that cognitive verb knowledge increased with development and that certain low levels of meaning were mastered before certain high levels of meaning irrespective of the medium of presentation: video-taped "skits" and audiotaped "stories." However, children developed an

Approach; *Writing Achievement; Writing Research
IDENTIFIERS- *Beginning Writing; Emergent Literacy; *Writing Development

A one-year qualitative study examined the ways in which two at-risk beginning readers and writers developed in a classroom where teaching strategies most commonly identified with whole language were used. The students, 6-year-old "Josh" and 7-year-old "Jenny," were enrolled in a transitional class composed of students who had completed their kindergarten year but who were judged not to be prepared for first grade. The school site was located in one of the poorer areas of a largely middle-class midwestern city. All but two of the writing samples were taken from the daily journals the students wrote. The final two samples are from a first-grade student, "Joseph," in a regular classroom for purposes of comparison. Results indicated that: (1) the writing samples showed an increasing number of words over time; (2) Josh and Jenny gained an increasing control over handwriting and letter forms; (3) spelling began to catch up with meaning; and (4) the students' grasp of phoneme-grapheme correspondence and bank of sight words grew throughout the year. Results also indicated that Joseph worked through many of the same writing strategies as did Josh and Jenny. The most striking difference was that Joseph's writing was longer and more complex. Findings suggest that the writing of young children develops across all language sub-systems, parallel to the development of oral language, and in somewhat predictable but idiosyncratic and recursive ways. Teachers can use knowledge of the subsystems described by socio-linguistics in assessing the writing development of their students. (Contains 16 references and 12 samples of students' writing.) (RS)

ED 385 846   CS 214 993

Graves, Heather
Under the Students' Gaze: Three Contexts for Feminism in the Composition Classroom.
PUB DATE- Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Females; *Feminism; Higher Education; Teacher Student Relationship; Teaching Methods; *Teaching Styles; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Feminist Pedagogy

In an essay in "College English," Cheryl L. Johnson argues that whether or not a female teacher considers herself a feminist she must at some point confront, at least within herself, the material conditions of herself as subject in the classroom. Three options are available for the woman composition teacher who wants to or has been forced to confront her own subjectivity as a teacher. One approach grows out of what Elizabeth Flynn, in her recent review "Feminist Theories/Feminist Composition," identifies as "cultural feminism"--feminism that "focuses on differences between women and men and promotes 'women's ways,' ways that often result from women's biological and social roles." One version of this approach invokes the teaching-as-mothering metaphor and emphasizes the nurturing and guiding roles of the teacher. This approach has been most fully articulated by theorists like apprehension. To the basic format of the course, the instructor added sections on the nature of communication apprehension, goal setting, relaxation, visualization, and performance activities that gradually increased in complexity and audience size. None of the 19 students who self-selected themselves for the special section of the introductory course had any physical attributes that made them appear anything but a typical student. Many students enrolled in the course more to fulfill a graduate requirement. The existence of the special section encouraged students and prevented them from using typical avoidance behaviors. Students were willing to help each other in and out of class. A series of ungraded, easy speaking assignments were used early in the semester. One major problem was grading. The special communication apprehension section of the class satisfied the basic course requirement, so it seemed students in the special section should be evaluated by the same standards as those in regular classes, but students' speeches were of lower quality than those in a regular class. Yet for the communication apprehensive students, their speeches were major improvements over their earlier work. Another problem was that the instructor spent so much time easing students into their first assignments that the class had trouble getting to the rest of the assignments. Overall, students seemed to be helped by the course. Of 64 communication areas surveyed by the Personal Report of Communication Apprehension-24, students showed improvement in all but 6 areas. (The course syllabus and a 38-item communication apprehension bibliography are attached.) (RS)

ED 385 865 CS 508 991

Klingman, Roger
The Establishment and Conduct of Student Congress as a Speech Event.
PUB DATE- 12 Mar 93
NOTE- 66p.; M.A.L.S. Terminal Project, Wichita State University. Page 45 contains filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Debate; *Debate Format; Extracurricular Activities; Higher Education; High Schools; Parliamentary Procedures; Program Effectiveness; Program Implementation
IDENTIFIERS- Curriculum Emphases; Historical Background; *Student Congress

This paper discusses the history, format, implementation, and effectiveness of Student Congress, a legislative session where students debate state, national, or international issues. The first part of the paper discusses the history of the Student Congress in the United States, noting that as it has grown as a national event, its importance as a speech activity has increased and its value as a simulation of political organizations has decreased. The second part of the paper presents a comparison of formats for competitive model student legislatures. The third part reviews the literature on the Student Congress, concluding that the perceived benefits for participants and its dramatic growth as a competitive event justify inclusion of Student Congress in the high school debate/forensic program. The fourth part of the paper reviews the three journal articles that were written as guides for the secondary classroom teacher who wishes to include Student Congress in the speech curriculum. The fifth part discusses two and "Minneapolis Star Tribune." Coverage of President George Bush, Vice-President Dan Quayle, Bill Clinton, and Al Gore was coded. Content analysis of the articles used headline word cues to determine article eligibility; standardized coding sheets were designed and used for category classification. Descriptive statistics were performed to analyze the data. Results indicated that of the 55 articles coded by the researchers, "character/competence/image" issues accounted for either a majority or a plurality of front page coverage for 4 of the 5 newspapers during the period. Analysis of the summarized data also revealed that all 5 papers featured more coverage of "character/competence/image" issues than "platform/political" issues during the final month and days before the election. By providing an understanding of the types of issues that compromised the agenda set by the media, and by presenting evidence that suggests a strong historical trend of such issue coverage, in scholarly studies researchers can continue to explore the links between issue coverage, the process of opinion formation, and democratic decision-making in society. (Contains 43 references, 3 tables of data, and 5 notes.) (TB)

ED 385 884 CS 509 015

Varey, Kim; Shapiro, Dan
College Students' Perceptions of the Dinner Time Ritual: An Exploratory Cross-Sectional Analysis of Differences over the College Experience.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Family Environment; Higher Education; *Interpersonal Communication; Sex Differences; *Student Attitudes; Student Surveys; *Undergraduate Students
IDENTIFIERS- *Communication Behavior; *Ritual Behavior

A study investigated differences in students' perceptions of dinner time rituals at different stages of their college experiences. Subjects, 348 traditional undergraduate students enrolled in various communication courses at a large midwestern university, completed a survey instrument. Respondents ranged from 18 to 26 with an average age of 20. Responses were categorized into 10 categories under the general categories of verbal or nonverbal communication behavior. Results indicated: (1) no significant main effects for year in college, sex of students, or frequency of home visits; (2) for female students, dinner time ritual behavior was highest during the sophomore year, but lowest during their junior year, while their male counterparts' ratings of dinner time rituals peaked in their junior year; (3) students who reported that only one parent was typically present at dinner reported lower ratings of dinner time rituals than students who reported that both parents were typically present; and (4) ratings of dinner time rituals were lower when students reported that no siblings were typically present at dinner than when siblings were typically present. Findings suggest little support for the idea that ritualistic behavior of college students significantly changes over the college life span, although other factors (such as who is present for dinner) did emerge and warrant further investigation. (Contains 24 references, 2 figures, and 1 table of data.) (RS) activating that plan. This publication describes how teachers can participate in developing a school plan that is consistent with the Goals 2000 legislation. Teachers' involvement in Goals 2000 centers around two issues--the meaning of the phrase "higher standards for all students" and the school-community actions necessary to move every child toward those standards. The document offers suggestions for initiating partnerships and describes how to access relevant information from the United States. Steps include: (1) identify the 10 priorities or essential elements for the school and community and share them with school leaders; (2) compare state standards to those being used in the school and determine areas for improvement; (3) brainstorm with other teaches; (4) join a network of teachers working to improve instruction; (5) create lessons and instructional units based on new or emerging standards; (6) encourage the superintendent and school boarad to apply for Goals 2000 funding; (7) find out about upcoming changes in the school's assessment program; and (8) reach out to parents. Appendices contain highlights of the Improving America's Schools Act, sample standards, a list of voluntary model standards and standards of projects, examples of student work on standardized assessments, and a list of the National Education Goals and objectives. (LMI)

ED 385 902   EA 026 923

Zykowski, Jane L.; And Others
Annual Report, 1995. California Educational Research Cooperative.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Cooperative Planning; Educational Assessment; *Educational Cooperation; *Educational Research; Elementary Secondary Education; Higher Education; *Partnerships in Education; *Regional Cooperation; Theory Practice Relationship
IDENTIFIERS- *California (San Bernadino County); University of California Riverside

The California Educational Research Cooperative (CERC) of the School of Education, University of California, Riverside, was established in 1988 as a joint venture designed to bring educational professionals and researchers together. CERC is a partnership among the Riverside and San Bernadino County Offices of Education, 19 local school districts, and the School of Education at the University of California, Riverside. Organized around representatives from each member district, the Research Planning Council sets CERC's research agenda in the pursuit of five goals: collaborative identification of research, planning, and development needs; educational decision making through data-based problem solving; training for professional leadership; direct support for school systems; and creation of a regional data system. Following messages from the University of California's chancellor, dean of education, and CERC director, the document presents information on the partnership's mission and goals; research cycle and agenda; organizational capacity; and information dissemination, presentation, and partnerships. Core research conducted by the partnership in the following areas is summarized: combination classes, cultural diversity, parental choice, marketing research and school-community relations, the School Dropout Project, year-round education, and Systemic Approaches to

DESCRIPTORS- Educational Economics; *Educational Equity (Finance); *Educational Finance; Educational Policy; Elementary Secondary Education; Expenditure per Student; Models; *Property Taxes; Regression (Statistics); School District Spending; *School District Wealth; School Support; *Tax Effort
IDENTIFIERS- *Pennsylvania

Pennsylvania state policymakers have taken steps to address issues of educational equity across school districts by amending the school-finance funding system. Pennsylvania relies on local property tax revenues as a major source of funding. This paper examines the effect of the property-tax-base formula on educational expenditures in the state. Fifteen variables were obtained from three sources--the Pennsylvania Educational Policy Studies database, the 1990 United States Census, and the State Tax Equalization Board. Regression analysis found that the nonresidential component of the property tax base gives rise to significant differences in educational expenditures in Pennsylvania. However, policymakers need information about why the disparities occur. Therefore, a log-linear model based on the educational-demand models of Ladd (1974) and Barro (1972) was developed. This more behavioral approach views educational demand as a function of the income/wealth, perceived tax price, and preferences of the median voter. The educational-demand, or behavioral models, were preferred theoretically, but were not entirely reliable. It is concluded that nonresidential property plays a significant role in explaining differences in educational expenditures. Policymakers must address the composition of the property tax base when considering reforms of the current system and must identify the specific degree of tax exporting that occurs. One method of achieving a more equalized base is to institute a tax-base sharing policy, which removes the nonresidential component variations in the tax base. Under such a system the taxes would be collected over a larger geographic area, possibly the county or the local labor-market area. The choice of the specific area could be determined by the degree of tax exporting. Appendices contain statistical data and models. Contains 33 references. (LMI)

ED 385 920 EA 026 945

Erlandson, David A.
Building a Career: Fulfilling the Lifetime Professional Needs of Principals.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- May 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Administrator Qualifications; *Career Development; Educational Administration; Elementary Secondary Education; Employment Experience; Foreign Countries; Higher Education; Job Skills; *Principals; *Professional Development
IDENTIFIERS- England (London); Texas

This publication presents findings of a study that explored the professional needs of principals at various stages in their careers. Data were collected from several sources: two focus groups of Texas principals; a regional survey of 97 principals; an analysis of the professional development plans of five Texas rural school principals and six headteachers of primary schools in London, England; interviews with six teachers in an alternative administration certification program at Texas A&M University; and individual interviews with five additional

of Representatives.
PUB DATE- 29 Jun 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Cost Effectiveness; Educational Administration; Educational Finance; Efficiency; Elementary Secondary Education; *Federal Government; Federal Programs; Governance; Higher Education; *Organizational Change; *Reduction in Force; *Retrenchment
IDENTIFIERS- *Department of Education

This document contains testimony made by Linda G. Morra, Director of Education and Employment Issues, Health, Education, and Human Services Division regarding the congressional proposal to merge the current Departments of Education and Labor into a new Department of Education and Employment. The proposal would also merge Equal Employment Opportunity Commission (EEOC) with the two departments. The statement describes the structure and resources envisioned by the proposal, discusses the proposed merger's impact on the current Department of Education's (DOE's) programs and activities, and identifies planning and transition issues that need to be addressed. The Department of Education found that the proposed merger could result in savings of about $1.65 billion in selected administrative costs through the year 2000. However, downsizing existing agency operations to achieve these savings must be carefully planned. The proposal's cost-savings goal in addition to its organizational requirements would significantly change the DOE's existing structure, program offerings, and processes. The proposal would also raise issues of program consolidation, work force, accountability, implementation, and oversight that the Congress, DOE, and other agencies may need to address to ensure that federal education and training programs meet the nation's needs. One table and one figure are included. (LMI)

ED 385 937 EA 026 965

Study of Food Service Management Companies in School Nutrition Programs. Contract Review Results.
SPONS. AGENCY- Food and Nutrition Service (DOA), Alexandria, VA. Office of Analysis and Evaluation.
PUB DATE- Jun 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; *Breakfast Programs; *Contracts; Elementary Secondary Education; *Federal Programs; Federal Regulation; *Lunch Programs; School District Spending; State Regulation
IDENTIFIERS- *Food Service Management Companies

In fall 1990, the U.S. Department of Agriculture's (USDA's) Food and Nutrition Service (FNS) contracted with Price Waterhouse to complete a study of the use of food-service management companies (FSMCs) by school districts that participate in the National School Lunch Program (NSLP) and the Tentative findings include: (1) contracts between school districts and FSMCs address some, but not all basic school nutrition requirements; they varied considerably in their compliance with and operate school nutrition programs. This document presents the findings of a review of a nationally representative sample of contracts between school districts and FSMCs, and describes the extent to

Educational Rights and Privacy Act of 1974 (FERPA); (2) the Grassley Amendment to the Goals 2000: Educate America Act; (3) 42 U.S.C. Section 290dd-2 (1994); and (4) the Education of the Handicapped Act. A review of the laws' requirements concludes that, first, each school district should develop and implement clearly stated policies and procedures regarding student records. Second, school districts should fully inform parents and eligible students of their rights, including their right of access to student records and educational materials. Parents and students should also be apprised of situations in which information can be gathered and disclosed without their consent. Finally, school districts should examine applicable state laws. Answers to frequently asked questions are also included. Appendices summarize the provisions of each federal statute and list applicable state laws. (LMI)

ED 385 956 EA 026 995

Epp, Juanita Ross
Insidious Deterrents: When Educational Administration Students Are Women.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Curriculum Development; *Educational Administration; Foreign Countries; *Graduate Study; Higher Education; Resistance to Change; *Sex Bias; *Student Needs; *Womens Education
IDENTIFIERS- *Canada

This paper presents findings of a survey of educational-administration programs in Canada and their incentives to support women students. Data were collected from a survey of 15 Canadian department heads and the women students participating in their programs. Findings indicate that women now outnumber men in many educational-administration classes and that some universities have special "women's courses" or include women's issues as part of core programs. Some women students were encouraged by the presence of positive female role models (about 25 percent of educational administration faculty). They also appreciated the opportunity to study women's issues, qualitative research methods, and reflective learning processes. However, many were discouraged by incidents associated with a male-oriented competitive culture, an androcentric bias in materials and traditions, and unequal access to resources. Students called for further inclusion of the female perspective in course content, innovative adaptations in course delivery, continued increase in the number of female professors, and the reeducation of some male professors. It cannot be assumed that: (1) women's issues have been addressed; (2) these issues will automatically be addressed as new professors replace older professors; (3) gender is the only issue; (4) women are the only people who encounter domination; and (5) the school system and the public are unaffected by what happens at the university. Recommendations are also offered for instructors and for changing course content and educational-administration programs. (Contains six references.) (LMI)

ED 385 957 EA 026 997

*Vocational Interests

This guide for high school-age students with mild disabilities encourages students to be involved in planning their future. Students complete exercises that promote their involvement in transition planning and help them start thinking about decisions for the future. Consideration is given to: the student's dreams for the future, supports for the student, the individualized transition plan and who might be involved, where the student might live in the future, skills and education needed for employment, free time, helping others in the community, transportation within the community, desired postschool outcomes, learning styles, requirements for graduation, and making one's dreams come true. Brief information is provided about the Individuals with Disabilities Education Act. Types of housing options are identified, including geographic choices, types of housing, and alternative living arrangements. Questions are provided to help the student clarify what type of work would be appealing, and the level/type of training required for various job categories is specified. Skills for independent living, work, leisure, and community participation are also identified. The teacher's guide provides exercises to help high school age students with mild disabilities plan for the future. Teachers are encouraged to incorporate their own activities to suit students' needs and abilities. (SW)

ED 385 975 EC 304 170

Reblin, Patricia A.
An Early Intervention Program for Parents of Language Delayed Preschool Children.
PUB DATE- 95
NOTE- 61p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Books; Child Development; Childrens Libraries; Childrens Literature; *Developmental Delays; *Early Intervention; *Language Acquisition; Language Skills; *Parent Child Relationship; *Parent Education; Parenting Skills; Play; Preschool Children; Skill Development; Social Support Groups; Speech Communication
IDENTIFIERS- *Language Delayed

A program was implemented to involve 10 parents in helping their preschool children with language delays. Monthly parent support groups were held, and 10 professional speakers lectured to parents on child development topics. Parents were trained by a speech language pathologist to be language facilitators for their children. Parents were also encouraged to participate in developmentally appropriate play, use appropriate library books with their children, and listen to and converse with their children. After the program, parents completed a questionnaire addressing topics covered by the speakers and trainers, including the essentials of child development, language acquisition, and literacy skills. All of the parents had learned to listen more attentively to the intent of their child's language, were altering their language, and using shorter sentences. All children were tested before and after the program with the Zimmerman Preschool Language Scale. Over the 8 months of the program, gains for auditory comprehension ranged from 12 to 22 months and gains for verbal ability ranged from 10 to 24 months. The child development questionnaire and program evaluation questionnaire are appended. (Contains 20 references.) (SW)

Process; Elementary Secondary Education; Eligibility; Guidelines; *Individualized Education Programs; Intervention; *Prereferral Intervention; Referral; Special Education; *State Standards; Student Educational Objectives; *Student Evaluation; Student Placement
IDENTIFIERS- *Georgia

This guide was designed to serve as a reference document for developers of individualized education programs (IEPs) for students with disabilities in Georgia. Specific procedures and responsibilities of the student support team during the processes of identification, intervention, and evaluation are outlined. The first section covers the student support team (SST) process. This section discusses planning of alternative instructional strategies for students experiencing academic and/or behavioral difficulties, prior to or in lieu of referral to special education. The section on identification provides information on parent notification, screening, individual or group assessment, observation, and eligibility determination. The section on intervention covers the development of IEPs, placement in the special education program, and implementation of the IEP. The final section is on evaluation and discusses development of criteria for mastery of each IEP objective, evaluation measures, periodic review, comprehensive reevaluation, and exit criteria. Extensive attachments provide additional detail on parental rights, the IEP program self-study, and transition services as well as a glossary, sample forms, a policy paper, checklists, and eligibility reports. (DB)

ED 385 994 EC 304 196

Nemeth, Evalie; O'Connor-Meyer, Susan
Follow-Up Study of Students Who Exited School 1988-1992.
PUB DATE- Nov 94
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjustment (to Environment); *Attitudes; Community Services; *Disabilities; Dropout Rate; Employment; Financial Support; Followup Studies; *Graduate Surveys; *High School Graduates; High Schools; Independent Living; Postsecondary Education; *Quality of Life; School Districts; Social Adjustment; Special Education; Vocational Adjustment
IDENTIFIERS- *Saint Cloud School District MN

A follow-up survey was conducted in St. Cloud, Minnesota, of 127 (from a total of 357 students) former special education students who left school between 1988 and 1992. Respondents, most of whom completed the survey by phone, were predominantly male (69 percent), and most (63 percent) had been classified as learning disabled, with 29 percent identified as mentally handicapped. Results are reported for the following areas: (1) postsecondary education (41 percent had enrolled in postsecondary schools); (2) living arrangements (47 percent lived with family and 44 percent independently); (3) community living (most drove as their primary form of transportation); (4) financial independence (71 percent did not receive any monthly income from government assistance programs); (5) educational evaluation (nearly all students felt more time should be given to career planning); (6) services from community agencies (2 to 11 percent were receiving such services, though 60 percent expressed an interest in such services); (7) satisfaction (66 percent were very satisfied with their lives in general). Extensive comparisons with other supporting families to become partners to help their children learn. The role of psychologists in dealing with discipline issues includes reducing bullying of students with disabilities and reducing impulsive and disruptive behaviors of students with disabilities and their nondisabled peers. (SW)

ED 386 013 EC 304 216

Rynders, John E.; Horrobin, J. Margaret
Down Syndrome, Birth to Adulthood: Giving Families an EDGE.
PUB DATE- 96
NOTE- 344p.; For the 1974 book, see ED 100 087.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Adapted Physical Education; Adults; *Child Development; Child Health; *Child Rearing; Children; Community Recreation Programs; Daily Living Skills; *Developmental Stages; *Downs Syndrome; Early Experience; Education Work Relationship; *Family Relationship; Health Promotion; Infants; Information Sources; National Organizations; Parent Child Relationship; Parent Role; Personal Narratives; Physical Health; Stimulation; Student Adjustment; Student Development; Student Experience; *Vocational Rehabilitation

This updated book provides a collection of longitudinal perspectives on experiences of individuals with Down Syndrome, from birth to adulthood. The book is an outgrowth of a federally funded early intervention study called Project EDGE (Expanding Developmental Growth through Education). Contents cover the following topics: historical review of developments regarding Down Syndrome (John Rynders), life as a journey (J. Rynders), the new baby's life within the family, (Janet Sophie Thayer), health promotion during the early years (Margaret Horrobin), stimulation of the young child's development (J. Rynders), family adjustment and adaptation (Brian H. Abery), becoming literate and socialized during the school years (J. Rynders), participating in community recreation (J. Rynders et al.), the transition from school to work and independent living (Alan Fletcher), maintaining health into adulthood (M. Horrobin), perspectives of parents and siblings (J. Rynders), and the life views of young adults with Down Syndrome (I. Karon Sherarts). Numerous photographs illustrate the personal accounts. A resource compilation by Shannon Matson lists national organizations on Down Syndrome, assistive technology and communication aids, computers/technology resource centers, recreation resources, books, and journals. Also appended are: information on reading skill stages, tips for adapting common recreation activities for young adults, and a list of assessment instruments and where they can be obtained. (Individual chapters contain references.) (SW)

ED 386 014 EC 304 217

McCoy, Kathleen M.
Teaching Special Learners in the General Education Classroom: Methods and Techniques. Second Edition.
PUB DATE- 95
NOTE- 484p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

consider grammar to be the primary goal of learning English. When grammar was taught, the students took advantage of it to practice their communicative proficiency. Implications for language instruction are drawn. The two questionnaires are appended. Contains 11 references. (MSE)

ED 386 034 FL 023 192

Campbell, Elizabeth Dianne
Empowerment Through Bidialectalism: Encouraging Standard English in a Black English Environment.
PUB DATE- Sep 94
NOTE- 94p.; For the complete volume in which this paper appears, see FL 023 186.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Bidialectalism; *Black Dialects; Classroom Techniques; Code Switching (Language); Course Descriptions; Dialects; Educational Strategies; High Schools; High School Students; Inner City; *Language Role; Language Usage; Native Language Instruction; *Personal Autonomy; Persuasive Discourse; Self Esteem; *Speech Instruction; *Standard Spoken Usage; Student Attitudes; Surveys
IDENTIFIERS- Empowerment

In a practicum study, 21 students in a speech and debate class were encouraged to discuss openly the roles of Black English (BE) and Standard English (SE), use both freely in the classroom, and engage in speaking situations in the classroom and forensic tournaments to develop confidence and proficiency in their speaking abilities. The objective was to acknowledge the validity of the students' home dialect (BE) while promoting proficiency in SE, empowering them for full freedom of expression in both. Results indicate increased use of SE in code-switching situations and notable growth in self-esteem. Exercises were developed for use in both the speech and debate class and the English curriculum, which is often literature- and writing-centered. Appended materials include a form used to survey English teachers, student self-critique form, a list of topics for improvisational accent or dialect skits, and results of a student survey in speaking confidence. Contains 24 references. (MSE)

ED 386 035 FL 023 193

Williams, Colin H., Ed.
Linguistic Minorities, Society and Territory. Multilingual Matters 78.
PUB DATE- 91
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cultural Context; Culture Conflict; Diachronic Linguistics; Foreign Countries; Geographic Distribution; Irish; *Language Maintenance; *Language Planning; Language Research; *Language Role; *Minority Groups; Uncommonly Taught Languages
IDENTIFIERS- Breton; Canada; Europe (West); Geolinguistics; Ireland; Italy; Scotland

Papers on the situation of linguistic minorities in Western Europe and Canada include: "Linguistic Minorities: West European and Canadian Perspectives" (Colin H. Williams); "Geographical Aspects of Minority Language Situations in Italy" the upper elementary level, identified learner difficulties with English reading, and solicited teachers' opinions of the role of extensive reading in the curriculum. Questionnaire responses were received from 294 schools. Results indicate that most schools used class readers, and the most frequently used class activities were questions and answers, reading aloud, and silent reading. Among five instructional aims, respondents were most interested in developing students' interest in reading. Most respondents had class libraries with a range of English-language book types. However, students were given little classroom support in reading these books. Over one-quarter of the schools did not allow students to select their own English reading materials. Seven frequently-observed reading problems were identified including: inability to interpret ideas in the text, tackling words, sustaining reading, and following main text ideas. Respondents also ranked criteria used to select reading materials. A large majority of schools supported the idea of extensive reading, but only about 40 percent expressed interest in a proposed elementary school reading program. Contains 7 references and 16 tables. (MSE)

ED 386 054 FL 023 218

Bird, Norman
Investigating Lexis beyond the Most Frequent Words--Part 2.
PUB DATE- 94
NOTE- 16p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Dictionaries; *Educational Background; *English; *English (Second Language); Foreign Countries; Language Proficiency; Language Research; Language Tests; Native Speakers; Second Language Instruction; Sex Differences; Surveys; *Vocabulary Development; *Word Frequency; *Word Recognition
IDENTIFIERS- *English (British)

Results of a Hong Kong survey, described in an earlier report, are summarized here. The study investigated the English vocabulary size of native-speaking adults (n=78), non-English native-speaking adults--Chinese (n=20), and non-English native Chinese-Speaking non-Chinese (n=9). The vocabulary used reflected British rather than American English usage. Data were gathered on respondent age and educational and language backgrounds. Each respondent also checked off the words he knew from among 150 vocabulary items. The instruments used are appended. Results indicate that the most important factor in receptive vocabulary is being a native speaker. Age and exposure to English were also found to be important, but the advantages of age were offset by extent of formal education. Gender appeared to play no role. An appendix contains the questionnaire, 7 tables, and 10 references.) (MSE)

ED 386 055 FL 023 219

Adamson, Bob; Lee, John C. K.
The Future Role of EFL Textbook Resources in Hong Kong.
PUB DATE- 94
NOTE- 14p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language

to achieve institutional objectives. Projects are divided into sections such as "Literacy," "Basic Education," "Community Education," "Information and Dissemination," "Planning and Tracking," "Legal Issues," "Administration and Programming," "Internal Matters," "Research," "Document Center," and "Training." This notebook presents, in a generalized format, the content of each project in such a way as to present the best aspects of each, to promote unified action in the different sectors of the adult education community. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KM)

ED 386 074 FL 801 073

Cuadernos de Autoformacion en Participacion Social: Orientaciones Practicas. Volumen 4. Primera Edicion (Self-Instructional Notebooks on Social Participation: Practical Orientations. Volume 4. First Edition).

PUB DATE- Dec 90

NOTE- 64p.; For related documents, see FL 801 069-075.

LANGUAGE- Spanish

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; Adult Students; Andragogy; Basic Skills; *Community Involvement; Curriculum Development; Educational Improvement; *Educational Philosophy; Foreign Countries; Mexicans; Models; Program Descriptions; Program Effectiveness; Spanish

IDENTIFIERS- *Mexico

The series "Self-instructional Notes on Social Participation" is a six volume series intended as teaching aids for adult educators. The theoretical, methodological, informative and practical elements of this series will assist professionals in their work and help them achieve greater success. The specific purpose of each notebook is indicated in the introduction. This notebook synthesizes suggestions made by participants in social participation programs on how to face the various obstacles that are presented to obtaining social participation. Achievements and errors that occur when carrying out the responsibilities of preparing and following a formal program are discussed, as is the support structure needed to plan and organize services. Another section discusses establishing links to the business community. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KM)

ED 386 075 FL 801 074

Cuadernos de Autoformacion en Participacion Social: Normatividad. Volumen 5. Primera Edicion (Self-Instructional Notebooks on Social Participation: Legal Issues. Volume 5. First Edition).

PUB DATE- Dec 90

NOTE- 219p.; For related documents, see FL 801 069-075.

LANGUAGE- Spanish

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; Adult Students; Andragogy; *Community Development; *Community Involvement; Educational Improvement;

Attrition/Retention Survey and includes details of racial and ethnic composition, partial history of later cohorts as of fall 1994, and trends in attrition and retention among various groups from fall 1977 through fall 1994. The study's basic approach was a cohort survival analysis. The report is organized into four parts. Part 1 provides attrition, retention and graduation data for the following full-time student groups enrolled in SUNY Baccalaureate Degree Programs: full-time, first-time students entering in fall 1988 through 1993; full-time, first-time students entering in fall 1988 by race and ethnicity,; full-time, first-time opportunity students entering in fall 1988 by race/ethnicity; full-time, upper and lower division transfer students entering in fall 1988 through 1993; and full-time, upper and lower division transfers entering in fall 1988 by race/ethnicity. Part 2 contains similar information for students enrolled in SUNY Associate Degree Programs. Part 3 includes SUNY Baccalaureate Trend information for full-time, first-time students, classes of fall 1977 through fall 1994. Part 4 provides SUNY Associate Degree trend information for full-time, first-time students, classes of fall 1977 through fall 1994. Also included is information on SUNY institutions. Contains a 32-item list of related publications. (JB)

ED 386 093 HE 028 495

Roberts, Harry V.
The Quality Revolution and the Business School Response. Selected Paper Number 71.
PUB DATE- 90
NOTE- 29p.; This publication was made possible by a grant from the Albert P. Weisman Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Administration Education; *Educational Change; Educational Trends; Graduate School Faculty; *Graduate Study; Higher Education; Organizational Change; Research; School Business Relationship; *Total Quality Management; Trend Analysis
IDENTIFIERS- *University of Chicago IL

A management, or "quality revolution" among United States companies in the 1980s has brought rapid change, and has been promoted more by businesses than by business schools which are responding more gradually to the quality revolution. The developments in Japan in the 1950s triggered similar developments in many other countries, including the United States. Companies have adopted management practices that depart sharply from traditional management. The quality revolution has used statistical tools to improve quality and has demanded long-term commitment for real change. Many in business schools regard the quality revolution as a passing fad based on anecdotal evidence from descriptive case histories which may be self-serving. However, business school faculty could play a vital role in systematic academic research on the quality revolution. The University of Chicago's Graduate School of Business has allowed the quality revolution to affect its program gradually through the "market forces" of electives allowing faculty to offer and students to enroll in courses that reflect their interests (including the quality revolution). Faculty interest, special talks and seminars, encouragement of faculty research, student initiatives, and other efforts concerned with the quality revolution have all affected the business school. (Contains 19 references.) (JB) ranks as the 15th largest employer in the Chicago area; (2) invested more than $220 million in construction over the past 20 years; (3) is responsible for $346 million in retail sales and $281 million in personal and business services, and supports more than 7,325 jobs in these sectors; (4) contributes to the generation of $204 million in annual tax revenues; and (5) attracts many thousands of visitors to the area each year, further benefiting the local economy. The report concludes by discussing the community contributions and achievements of the university. (MDM)

ED 386 114   HE 028 522

West Virginia Higher Education Report Card, 1994.
PUB DATE- 94
NOTE- 353p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Athletics; Community Colleges; Degrees (Academic); Diversity (Institutional); Educational Finance; *Enrollment; Graduate Study; Grants; Higher Education; *Institutional Mission; *Program Descriptions; *Public Colleges; School Security; Standardized Tests; *State Universities; Student Evaluation; Trend Analysis; Undergraduate Study
IDENTIFIERS- *West Virginia

This report provides an overview of West Virginia's 16 public colleges and universities, focusing on developments at individual institutions and in the state as a whole. It provides a description of each institution, lists its missions and goals, and provides data on enrollment and degree trends from 1988 to 1994. The report also provides overall and institutional data on the number of students served by tuition and fee waivers, the average American College Test (ACT) and Scholastic Aptitude Test (SAT) scores of entering freshmen, the number and types of degrees awarded, degree completion rates, the ratio of students to faculty, and fiscal support for higher education. Information on diversity, campus safety and security, athletic programs, and health sciences programs is also included. (MDM)

ED 386 115   HE 028 523

The Student Guide. Financial Aid from the U.S. Department of Education, 1995-96.
PUB DATE- 95
NOTE- 80p.; For earlier guide, see ED 369 365.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; Federal Aid; *Federal Programs; *Grants; Higher Education; *Income Contingent Loans; Information Sources; Loan Repayment; *Paying for College; Program Descriptions; *Student Financial Aid; *Student Loan Programs; Student Responsibility; Student Rights; Work Study Programs
IDENTIFIERS- Department of Education; Family Education Loan Program; Pell Grant Program; Supplemental Educational Opportunity Grants

DESCRIPTORS- Adult Education; *Auto Mechanics; Behavioral Objectives; Competency Based Education; *Electrical Systems; *Electronics; Instructional Materials; Integrated Curriculum; Learning Activities; Learning Modules; Postsecondary Education; Power Technology; Secondary Education; State Curriculum Guides; Student Evaluation; Trade and Industrial Education

This curriculum guide is one of a series of automotive service specialty publications that continues students' training in the automotive service trade by providing instruction in the electrical systems speciality. It is based on the National Institute of Automotive Service Excellence tasks lists. It contains nine units. Each unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretests, pretest answers, information sheets, assignment sheets and their answers or job sheets and their practical tests, written tests, and written test answers. Transparency masters, handouts, pretests, and written tests are included in the instructor edition only. Unit topics are as follows: electrical system repair requirements, electronic system repair requirements, starting system, charging system, lighting, driver information system, horn and washer/wiper systems, motorized accessories, and miscellaneous electrical components. A basic skills matrix correlates competencies and skills. (YLB)

ED 385 676 CE 068 516

Heating and Air Conditioning Specialist. Teacher Edition. Automotive Service Series.
PUB DATE- 91
NOTE- 348p.; For other documents in the series, see ED 310 278 and CE 068 513-519. Printed on pastel colored stock.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning; *Auto Mechanics; Basic Skills; Behavioral Objectives; Classroom Techniques; *Competency Based Education; *Electronic Control; *Heating; Integrated Curriculum; Learning Activities; Lesson Plans; Pretests Posttests; *Refrigeration Mechanics; Secondary Education; State Curriculum Guides; Technology; *Trade and Industrial Education

This instructor's guide contains materials for teaching the heating and air conditioning specialist component of a competency-based instructional program for students preparing for employment in the automotive service trade. It is based on the National Institute of Automotive Service Excellence task lists. The six instructional units presented contain materials on the following topics: introduction to air conditioning, refrigeration system, air conditioning mechanical and electrical controls, heating mechanical and electrical controls, heating, and automatic and semiautomatic controls. Each unit includes the following: performance objectives, suggested activities, pretests, information sheets, assignment sheets, job sheets and their practical tests, written tests, and answers to all tests and assignments. Some units also include handouts, supplements, transparency masters, and activity sheets. Transparency masters, handouts, pretests, practical tests, and thirteen tests are included in the instructor edition only. All unit components focus on measurable and observable learning outcomes, and all units incorporate activities to help students master basic skills required for the workplace. In addition, each unit includes information on the following: using the materials for lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are included. (MN)

ED 385 694 CE 068 589

Introduction to Highway Bridge Construction. Instructor Edition. Introduction to Construction Series.
PUB DATE- 95
NOTE- 207p.; For other documents in this series, see ED 306 692 and CE 068 576-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Construction Industry; *Construction Materials; Criterion Referenced Tests; *Equipment; Instructional Materials; Integrated Curriculum; Learning Activities; Postsecondary Education; *Road Construction; Secondary Education; Teaching Guides
IDENTIFIERS- *Bridges (Structures); Highways

This instructor's guide contains the materials required to teach a competency-based introductory course in highway bridge construction to students who have chosen to explore careers in construction. The manual contains three units. Unit titles are: bridge materials, bridge tools, and applied skills. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are included. (YLB)

ED 385 695 CE 069 047

Seek, Gather, and Report. Experiences in Program-Based Literacy Research. Occasional Paper No. 1.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.
PUB DATE- Oct 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Learning; Adult Students; Basic Skills; Developed Nations; *Educational Research; *Evaluation Methods; Foreign Countries; Group

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Behavior Patterns; Community Surveys; Educational Needs; Education Work Relationship; Employee Attitudes; *Employer Attitudes; *Employment Qualifications; *Individual Characteristics; *Interpersonal Competence; Job Skills; *Productivity; Questionnaires; Secondary Education; Tables (Data); Vocational Education; Work Attitudes
IDENTIFIERS- Michigan (Kalamazoo County); Michigan (Saint Joseph County)

A study identified workplace know-how skills and characteristics that employers in Kalamazoo and St. Joseph counties in Michigan feel workers need to succeed and be productive. Employer input was obtained in fall 1993 at 12 focus group meetings during which a total of 103 of 192 invited local employers (a 53.6% attendance rate) completed individual workplace know-how skills surveys and then compiled "master lists" of know-how skills and prioritized the identified skills through a voting process. The following 23 basic academic and interpersonal skills, personal characteristics, task achievement competencies, and behaviors were identified on at least 2 consensus lists and received at least 10 votes: basic reading, basic verbal/speaking, written, listening, and math skills; honesty/integrity; responsibility/reliability; willingness to learn throughout life; initiative, motivation; attendance; punctuality; flexibility; problem solving skills; common sense; time management; consistently accurate/conscious of quality; understands and embraces mission and the "big picture"; Taking ownership; teamwork skills; interpersonal skills; works well with coworkers; customer orientation; interpersonal skills; and respects diversity. (Appendixes contain the following: survey instrument, taxonomy of workplace know-how skills, and focus group consensus lists. Contains fourteen tables and 21 references.) (MN)

ED 385 713 CE 069 600

Options for Restructuring the Federal Employment and Training System. Hearing before the Employment, Housing, and Aviation Subcommittee of the Committee on Government Operations, House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- 4 Aug 94
NOTE- 136p.; Contains small type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Change Strategies; Comparative Analysis; Cost Effectiveness; Dislocated Workers; *Educational Change; Educational Legislation; Educational Needs; Educational Policy; Education Work Relationship; *Employment Programs; Federal Legislation; *Federal Programs; Financial Support; Hearings; Information Needs; Job Skills; *Job Training; Labor Force Development; Literacy Education; Outcomes of Education; Policy Formation; Program Costs; Program Effectiveness; Program Evaluation; State Legislation; State Programs; Unions; *Vocational Education
IDENTIFIERS- Congress 103rd; Job Training Partnership Act 1982; Minnesota; New York; Program Duplication; Workplace Literacy

These Congressional hearings contain testimony regarding options for restructuring the federal employment and training system. Representatives of the following agencies and organizations provided testimony at the hearings: National Commission on Employment Policy; Health, Education and Human Services difficulties facing the student during data analysis and report writing. Chapter 7 outlines the key training and scheduling aspects of project work. Each chapter suggests ways of facilitating students' studies. Section C offers guidelines. Chapter 8 discusses project design, material, audiovisual, and computer-based support. Chapter 9 compares several different approaches to assessing projects and discusses grading issues. Chapter 10 examines the tutor's role and outlines ways of maximizing this expensive resource. Chapter 11 discusses very positive outcomes often associated with the use of project work and the question of dropout. Appendixes contain 112 references and an index. (YLB)

ED 385 731 CE 069 638

Ashworth, Peter; Saxton, Judy
Managing Work Experience.
PUB DATE- 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cooperative Education; Evaluation Methods; Foreign Countries; Guidelines; *Instructor Coordinators; *Job Placement; Postsecondary Education; *Program Administration; Program Effectiveness; Program Evaluation; School Business Relationship; Secondary Education; *Student Employment; Student Evaluation; Teacher Responsibility; Teacher Role; *Work Experience Programs
IDENTIFIERS- *United Kingdom

Intended for those responsible for supervised work experience in all levels in further and higher education, this book debates some issues surrounding placements and outlines a procedure for managing them. Chapter 1 is an introduction to the topic. Chapter 2 discusses the educational purpose of placements. Chapter 3 suggests that some difficulties that the student faces are not only inevitable, but sources of valuable experience to be capitalized upon. Chapter 4 focuses on the role of visiting tutors from the college. It describes some tasks that visiting tutors should ideally perform and some key attitudes that they ought to adopt. Chapter 5 considers the workplace supervisor as educator. Chapter 6 is concerned with the human problems of assessing. Chapter 7 outlines a process of placement management and assessment, aimed at minimizing the human error in assessment, but also at making assessment an integral part of the process of placement management. It also shows that a viable form of summative assessment can grow from the ongoing dialogue between student and workplace supervisor. Chapter 8 provides evidence of the effectiveness of the placement management process outlined. Appendixes include guidelines for placement students, notes for workplace supervisors and for placement tutors, and a sample placement performance review. (Contains 48 references and an index.) (YLB)

ED 385 732 CE 069 639

Reilly, Jill M.
Mentorship: The Essential Guide for Schools and Business.
PUB DATE- 92
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Nixon-Ponder, Sarah, Comp.
The Exchange--Best Teaching Practices from around Ohio. Teacher to Teacher.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Classroom Techniques; Current Events; English (Second Language); Grammar; Journal Writing; *Literacy Education; Locational Skills (Social Studies); *Map Skills; Student Developed Materials; *Student Journals; *Teaching Methods; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Ohio

This publication shares three "best teaching practices" as identified by the Ohio Literacy Resource Center from responses from Ohio's adult literacy programs. "Identifying Errors in Writing" (Mary Cupilary) is a writing improvement strategy/lesson that involves selecting one sentence from a paragraph written by each student, writing them verbatim on a large chart with no author identified, and using them to help students identify errors and correct usage in grammar, spelling, and sentence structure. "Using Classroom Journals with ESL English as a Second Language Students" (Sandy Stewart) is designed around journal starters that are used to write one entry per class. The activity includes a teacher response to each entry, student creation of a spelling notebook from misspelled words, student creation of editing exercises, and compilation of journal entries into a book, generating text for the students to read. "Window on the World: Map Skills and Current Events" (Kathryn Jackson) involves the choice of four geographical sites each week from articles in the newspaper, social studies lessons, or students' requests; student location of specified information about the site and completion of exercises; and class discussion on Fridays of the sites and reason(s) why a site was in the news, of a theme for a social studies lesson, or something of particular interest. (YLB)

ED 385 750 CE 069 674

Welfare Recipiency, by Educational Attainment. Indicator of the Month.
PUB DATE- Jul 95
NOTE- 3p.; Extracted from "The Condition of Education, 1995."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Dropouts; Economically Disadvantaged; *Educational Attainment; Educational Finance; Educational Status Comparison; Low Income Groups; Student Educational Objectives; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children

One possible benefit of the availability of free or low cost education is reduced reliance on welfare and public assistance among those who attain higher levels of education. The extent to which people with more education rely less on welfare and public assistance is an indication of this benefit. In 1992, high school dropouts were three times more likely to receive income from Aid to Families with Dependent Children (AFDC) or public assistance than high school graduates who did not go on success of at-risk youth are the following: (1) a smaller, more personal environment, such as that available in the school-within-a-school and alternative school environments; (2) a structured environment that includes clear and equitably enforced behavioral expectations; (3) vocational education that integrates academic education and leads to good entry-level jobs or continued training at the postsecondary level; (4) formal, ongoing coordination of the academic and vocational components of participants' high school programs; (5) a formal counseling component that incorporates attention to personal issues along with career counseling, employability and life skills instruction; and (6) personal, supportive attention from adults through mentoring or similar projects. (The report includes separate evaluations of each site, 13 tables, and 3 appendixes that report on the study methodology.) (KC)

ED 385 768 CE 069 719

Wright, James D.; Carr, Rhoda
Effects of High School Work Experience a Decade Later: Evidence from the National Longitudinal Survey.
PUB DATE- Sep 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Followup Studies; High Schools; *High School Students; *Income; *Outcomes of Education; Part Time Employment; *Student Employment; *Unemployment
IDENTIFIERS- National Longitudinal Survey of Youth

Using a data sample from the National Longitudinal Survey of Youth that included all youths enrolled in high school who were aged 16-19 in 1979, a study tracked the youths' labor force attachment and earnings 12 years later. The study found that students who worked while in high school show increased rates of labor force participation along with lower rates of unemployment 12 years later. At the later date, of those with the heaviest work schedules while in school, 87 percent were employed and only 4 percent were unemployed (the rest were not in the labor force). Those with moderate work hours while in school had an 81 percent employment rate and 5 percent unemployment rate 12 years later, whereas of those with no work hours while in school 72 percent were employed and 7 percent were unemployed. In addition, those who had the heaviest work schedules while in high school had the highest earnings in the later study---attributable to more hours worked per year. The study also found that the teens who were most likely to work had higher family incomes, better-educated parents, and more often, two working parents in the home. When differences in family background were accounted for, the only potentially negative effect of in-school work is that those who worked, especially those who worked the most hours, tended to complete about 12 weeks less total education than did students who did not work while in school. The study concluded that the measured reduction in adult unemployment rates of those teens who worked speaks to the importance and value of the work they carried out. Their reduced unemployment rates, greater labor force attachment, and earnings gains all took place despite the fact that the typical employment opportunities were found in the service and retail sectors, jobs often maligned in discussions of the current economy. (Contains 22 references.) (KC)

ED 385 769 CE 069 720

Law Enforcement Act of 1994; Goals 2000; the Improving American Schools Act; the President's Directive on Gun Free Schools; the School to Work Opportunities Act; the Empowerment/Zone/ Enterprise Community Initiative; the Family Preservation and Support Program; Youthbuild; and Head Start. (RJM)

ED 385 786 CG 026 125

Bannon, Veronica
Dance/Movement Therapy with Emotionally Disturbed Adolescents.
PUB DATE- Oct 94
NOTE- 7p.; Paper presented at the "Safe Schools, Safe Students: A Collaborative Approach to Achieving Safe, Disciplined and Drug-Free Schools Conducive to Learning" Conference (Washington, DC, October 28-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Ancillary School Services; *Body Image; Dance; *Dance Therapy; Disabilities; *Emotional Disturbances; Pupil Personnel Services; Pupil Personnel Workers; Secondary Education; Self Concept; Self Esteem; *Self Expression; Student Needs; *Therapeutic Recreation
IDENTIFIERS- Maryland (Baltimore)

This outline profiles two programs that use dance/movement therapy to help students with low self-esteem, poor body image, poor self-control, lack of trust in others, difficulty identifying and expressing feelings, and poor interpersonal relating skills. Students referred for dance/movement therapy services are assessed for appropriateness, and are eventually scheduled for weekly sessions. Students are seen either individually, in pairs, or in small groups. This therapy involves a holistic approach of psychotherapy which encourages self-expression through movement. It is primarily a non-verbal therapeutic modality which promotes emotional and physical integration. Included in the outline of this program is an overview; a purpose statement; the implementation period of the program; program characteristics; the targeted population; the services provided; the staff; funding concerns; problems; and evaluation data. The programs were designed to increase social competence and to allow children and adolescents the opportunity to express creatively their inner concerns, anxieties, and emotional conflicts in a safe non-threatening manner. (RJM)

ED 385 787 CG 026 185

Williams, Susan M.; Finley, Gordon E.
Parental Age and Parenting Quality: Comparing the USA and Trinidad.
SPONS. AGENCY- Florida International Univ., Miami.; Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Comparative Analysis; Disadvantaged Youth; Ethnic Studies; Foreign Countries; High Schools; High School Students; Parent Attitudes; *Parent Child Relationship;

emphasized to minimize self-presentation concerns. Three different measures of accuracy/bias were employed: (1) accuracy of post-test self-evaluations; (2) degree of calibration for individual questions; and (3) response bias. As hypothesized, for the masculine gender-typed test significant gender differences for all three kinds of bias were found: (1) women's post-test self-evaluations were inaccurately low; (2) their confidence statements for individual questions on a test were less well-calibrated than men's; and (3) their response bias was more conservative than men's. None of these gender differences were found for feminine and neutral tests. As hypothesized, strong self-consistency tendencies were found. Expectancies emerged as an important predictor of post-test self-evaluations for both genders and could account for women's inaccurately low self-evaluations. How these biases might negatively affect women's self-confidence and mental health and curtail women's participation in masculine gender-typed domains is discussed. Five graphs and charts displaying gender-differentiated results are appended. Contains 43 references. (SR)

ED 385 809 CG 026 399

Foster, Victoria
Schooling for Citizenship: A Site of Desire and Threat for Girls.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Family Violence; Females; Foreign Countries; Hidden Curriculum; Objectives; Private Sector; Public Sector; Sex Discrimination; *Sex Role; Sexual Harassment; *Womens Education
IDENTIFIERS- *Australia

This paper offers a theoretical framework for understanding girls' experiences of schooling in contemporary Australia, and explores some of the ways in which education perpetuates women's lack of citizenship status. Equality-directed curriculum reforms require of girls that they attempt to transpose themselves from private realm status to a position as the equals of males in the public realm of the school. In this process, girls' status is defined as the "other" in relation to males in various ways which frequently define girls physically or sexually in terms of their bodies. The experiential space that is thus created has been named "Transpositional mediating space." Within this mediating space, girls are reminded with varying degrees of force, of the sexual contract, of their status as sexual property. This paper explores the barriers faced by young Australian women as they attempt to educate themselves and become upwardly mobile. The relationships of women's attempts to gain equal entry to male terrain and the prohibition exercised against these attempts are described. The paper focuses on the detrimental effects that a gender biased curriculum has on the physical and emotional well-being of Australian women as they attempt to better themselves through education. These effects are manifested through the women's reluctance in reporting cases of sexual violence, sexual harassment, family violence and sexual exploitation. (SR) understanding of low levels of meaning at a more rapid rate than high levels of meaning. This resulted in a more differentiated and hierarchical cognitive verb knowledge in older children. Finally, results indicated that the audiotaped stories were more difficult than the videotaped skits, and that both tasks were significantly correlated with a standardized vocabulary measure for all ages except the 3-year-olds. (Contains 44 references, and 2 tables and 1 figure of data. Appendixes present the setting, tester prompts, and "correct" answers for the 6 levels of meaning for 6 videotaped and 6 audiotaped stories.) (Author/RS)

ED 385 829 CS 012 232

Bryant, Diane; Lindeman, Troy
College Study Skill Text Analysis Based on Validated Research Recommendations.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Instruction; Content Analysis; Higher Education; High Risk Students; *Learning Strategies; *Reading Skills; Remedial Reading; Student Attitudes; Student Surveys; *Study Skills; *Textbook Content; Textbook Research; Textbook Selection

Ten randomly sampled college reading/study skill texts published since 1987 were analyzed based on external text aids and validated research recommendations. Many articles exist that contain a detailed description of one specific skill such as mapping, underlining, sequencing, etc., but only one recent article, "Ten Recommendations from Research for Teaching High-Risk College Students" (N. Stahl and others), contained a wide variety of instructional suggestions which could accommodate these researched skills. The criteria were drawn from the above mentioned article and "Content Area Reading" by R. T. and J. L. Vacca (1989), and the results were charted, tabulated, and discussed. Research suggests that instructors should select a text that contains a wide variety of skills, but many published texts do not. Fifteen students who were in college or were college-bound selected a book of their choice and commented freely. The students overwhelmingly found most texts to be "boring, unmotivating, and unhelpful." The survey findings suggest that to select an appropriate text instructors of remedial study skills courses should have a good knowledge base of the latest research, as well as a strong concept of the method they wish to incorporate into their program. Findings suggest (and earlier research states) that the usage of a wide variety of texts may prove to be beneficial for the instructor of college remedial reading courses in order to incorporate research recommendations. (Contains a list of works cited for analyzed texts and 16 references. Three appendixes of data are attached.) (RS)

ED 385 830 CS 012 233

Simmons, Thomas L.
Task Based Content Area Syllabus for a Practical Reading and Writing Course at a Post-Secondary Vocational School in Japan.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Nancy Hartsock, Cynthia Caywood, and Gillian Overing. Another type of approach that grows out of cultural feminism is represented in the work of feminists like Catherine Lamb, Susan Osborne, and Susan Hunter, who define classroom practices that highlight feminism and feminist modes of expression such as mediation rather than argumentation in the writing class. A third type of feminist approach in the classroom seems most closely allied with what Flynn calls "radical feminism." This perspective, characterized by Susan Jarratt, Dale Bauer, and Bell Hooks, advocates using the classroom as a sometimes uncomfortable space to "help...students locate personal experience in historical and social contexts." (Contains 22 references.) (TB)

ED 385 847   CS 214 994

Viti, Lynne Spigelmire
Using Daedalus Interchange and New Daedalus Write To Teach Audience Awareness, Revision Techniques, and Textual Interpretation in a First-Year Writing Course on Contemporary Legal Issues.
PUB DATE- Mar 95
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Class Activities; Computer Assisted Instruction; *Computer Mediated Communication; Cooperative Learning; *Freshman Composition; Higher Education; Legal Problems; *Revision (Written Composition); *Writing Assignments
IDENTIFIERS- *Daedalus Interchange; *New Daedalus Write; Technology Integration; Wellesley College MA

Writing 125 is a 13-week course that all first-year students at Wellesley College (Massachusetts) are required to take. One instructor teaches a section of it called "Law in Contemporary Society" which centers writing and reading activities around legal issues, namely "Roe v. Wade" and "Webster v. Cruzan." As an essential part of the class, students routinely meet in groups of 3 to read and edit each other's first versions of formal writing assignments. After they turn in their essays, the class as a whole then critique anonymous student papers, pointing out strengths and weaknesses. As part of this process, they spend the last 20 minutes of class on New Daedalus Write (the word processing component of the Daedalus software program). The instructor also requires students to write exchanges on the Daedalus word processing program after particularly difficult reading assignments. Integrating technology, particularly a mix of e-mail (for distributing homework assignments, etc.) and programs like Daedalus that facilitate exchange between students, enriches the writing classroom and maximizes the instructor's time and energy. (Contains 23 pages of classroom materials and excerpts from classroom computer communications, including a class assignment, a student's book review and her peers' edits and suggestions; another class assignment and 2 students' responses to it; and transcripts of 2 class exchanges on the Daedalus interchange.) (TB)

ED 385 848   CS 214 995

articles written by college directors of forensics who sponsored high school Student Congresses and were encouraging other college coaches to follow their example. The sixth part surveys scorekeepers and students to identify judging factors and student factors that contribute to the effectiveness of Student Congress. Contains 57 references and 3 tables of data. Appendixes present Biggers' handout on ethics and conduct, a table of most frequently used parliamentary motions, and three survey instruments. (RS)

ED 385 866 CS 508 992

Hurst, Bettina Heinz
Sources of Knowledge and Plan Modification: Testing Aspects of Cognitive Planning Theory.
PUB DATE- Nov 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; *Communication (Thought Transfer); Communication Research; Decision Making; Higher Education; *Learning Strategies; *Persuasive Discourse; Planning; *Problem Solving; *Task Analysis; Thinking Skills; Undergraduate Students
IDENTIFIERS- Knowledge Bases

A study examined and tested the knowledge sources individuals tap in the planning process and the process of plan modification. It is expected that contrary to plan-based theories, individuals will fail to remediate flaws in their plans if given the chance to develop a plan to pursue the same goal. It is also expected that differences exist between individuals' planned and actual performances as measured by the knowledge sources used in the respective planning procedures. Finally, it is expected that providing participants with arguments for a persuasion goal will validate the assumption that role model knowledge is a primary source of knowledge in planning to reach persuasive goals. Subjects, 15 communication students at a midwestern university took part in 2 sessions spaced 2 weeks apart from each other. At the first session they were asked to participate in two scenarios. In the first, they were to ingratiate themselves with a new roommate. In the second, they were to persuade another person to accept their view as to whether or not alcohol should be allowed in the dormitories. At the second session, they were given the same two problems and asked to talk through them aloud into a tape recorder. As expected, the results showed no consistent relationship between success and failure of a plan and plan modification. Findings raise questions about the adequacy of humans as planners and basic assumptions of the plan modification model. (Contains 5 tables of data and 15 references.) (TB)

ED 385 867 CS 508 994

Hanson, Trudy L.
Teaching Gender Issues in Storytelling and in the College Teaching Class.
PUB DATE- Apr 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9,

ED 385 885 CS 509 016

Sauls, Samuel J.
College Radio.
PUB DATE- 14 Apr 95
NOTE- 22p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audience Awareness; *Colleges; College Students; Experiential Learning; Higher Education; *Mass Media Role; Music; Popular Culture; *Programming (Broadcast); *Radio
IDENTIFIERS- *Alternative Music; *Campus Radio Stations

As with commercial stations, the underlying premise of the college radio station is to serve the community, whether it be the campus community or the community at large, but in unique ways often geared to underserved niches of the population. Much of college radio's charm lies in its unpredictable nature and constant mutations. The stations give students opportunities to work in a professional environment, make mistakes, and learn from their experiences. Because most campus radio stations are under the auspices of an academic department within the college or university, the presence of the station can complement actual coursework. From scholarly jazz programs to unusual classical repertory to crashing, howling post-punk hardcore rock, college radio supplies music heard nowhere else on the airwaves. The music industry is turning to college radio to identify bands that may reach mainstream audiences an album or two in the future. The growth of noncommercial educational FM radio, generally the staple of college radio, can be attributed to the Federal Communications Commission's allocation in 1945 of 20 FM channels designated for noncommercial use. Some 70% of all campus radio stations licensed to colleges and universities program some type of "alternative rock." College radio is the breeding ground for new talent and the lifeblood of the independent record industry. Alternative music will continue to maintain, if not expand, its influence on college radio stations. (Contains 32 references. A figure illustrating a sample program guide is attached.) (RS)

ED 385 886 CS 509 017

Richter, Christopher; And Others
Distance Education as Communication Process: Transmission vs. Dialogue in Higher Education.
PUB DATE- May 95
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (45th, Albuquerque, NM, May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); *Distance Education; Educational Principles; *Higher Education; Literature Reviews; Nontraditional Education; Research Needs
IDENTIFIERS- *Communication Context; *Educational Issues

This paper presents a communication perspective on the areas of definition, philosophy, pedagogy, and evaluation in distance

Student Success (SASS). Findings of member and special research are presented for: (1) "Evaluation of Three Projects for the East San Gabriel Valley Regional Occupational Project"; (2) "Implementing Assessment Alternatives: Leadership Views and Works-in-Progress at California Assessment Collaborative Pilot Projects"; (3) "Inland Empire Beginning Teacher Support and Assessment Program"; (4) "Impact of Special Education Pre-Referral Intervention Activities and Alternative Assessments on Ethno-Linguistically Diverse Students"; (5) California Postsecondary Education Commission's study,"A Community of Learners: Mathematics and Science Education for Native American Students through Partnership and Collaboration"; and (6) "Statewide Mentor Teacher Program Evaluation Project." The document also contains a fiscal summary and lists of CERC's revenues and expenditures, publications, sponsors and members, and faculty and staff. (LMI)

ED 385 903 EA 026 925

Cappello, Nancy M.; And Others
School Choice: Four Case Studies of Home School Families in Connecticut.
PUB DATE- May 95
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Policy; Elementary Secondary Education; Family School Relationship; *Home Schooling; *Nontraditional Education; *Parents as Teachers; *Parent School Relationship; Partnerships in Education; *School Choice
IDENTIFIERS- *Connecticut

Home schooling is one form of school choice that is on the increase. During the 1993-94 school year, Connecticut school officials estimated that there were 1,113 home-instructed students in the state, an increase of 305 students from the previous year and a 1,384 percent increase since 1983. This paper presents findings of a case study that explored parents' motivations to home school and the design of their home-school activities. The sample was comprised of four Connecticut families who used home schooling to educate their children. The children's educational levels ranged from preschool through high school, and some children had special needs. Superintendents from the families' school districts, principals, and central-office administrators also participated in the study. Data collection methods included interviews, document analysis, and observation of the home schools. Findings showed that the families used a variety of teaching and assessment methods; home-schooled children behaved like typical children as they were being taught; and principals were more supportive of home schooling than were superintendents and central-office administrators. Principals offered part-time enrollment options for home schooling. The families had decided to home school after learning about it through social networks. The students did not appear to be socially isolated. Because home schooling provides opportunities for flexible curricula and committed parental involvement, the paper advocates building partnerships between school districts and home-school families. (LMI) principals. The data identified three factors of principals' professional development needs--school context, length of tenure in the position, and previous experience in schools and other organizations. The paper describes modes of growth and adaptation that principals experience throughout their careers and lives. It reviews the National Policy Board for Educational Administration's (NPBEA's) 21 performance domains and describes principals' professional development needs at various points in their career. The following recommendations are offered: (1) comprehensive preservice preparation must be provided for the principal; (2) new principals must be given comprehensive support on the job; (3) collegial support networks and appropriate growth activities should be provided for all principals; (4) principals should engage in reflective practice throughout their careers; (5) principals must learn to be learners; (6) development and growth activities should be systematically provided for assistant principals; and (8) collaboration must be developed among the primary stakeholders in the preparation of principals. Contains 35 references. (LMI)

ED 385 921 EA 026 946

Bass, Marian E.; Ucelli, Marla
Philanthropy and School Reform: The Rockefeller Foundation's Role in Disseminating and Evaluating Comer's School Development Program.
PUB DATE- Apr 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; Endowment Funds; *Evaluation Methods; Grants; *Information Dissemination; Models; *Philanthropic Foundations; Private Financial Support; Program Evaluation; Program Implementation
IDENTIFIERS- *Comer School Development Program; *Rockefeller Foundation

This paper describes the Rockefeller Foundation's partnership with the Comer School Development Program (SDP), a dissemination effort aimed at sharing the SDP message and implementation strategies. Foundation support began in 1990 for what was perceived as the most promising and proven schoolwide improvement method for low-income communities. To support dissemination efforts, the Comer Project for Change in Education (CPCE) was created to provide training in SDP program principles and processes. Two new dissemination strategies were launched in 1994: (1) an intensification of the program within three districts, and (2) the creation of three regional development centers. The foundation struggled with questions of how best to evaluate the effectiveness of information dissemination strategies. Because the program was unique in its aim to promote restructuring through dissemination, rather than replication, the focus of the evaluation was on the effectiveness of "how to" videos and partnerships. An external consulting firm was chosen to conduct the evaluation because it recognized the need for flexibility, a key element in program implementation and evaluation. (LMI)

ED 385 922 EA 026 947

Borthwick, Arlene Grambo
School-University-Community Collaboration: Establishing and Maintaining Partnerships for School Improvement.

which these contracts reflected established criteria for contracting with FSMCs. The report describes FSMCs and the contractual controls available to school districts, the range of food services provided by FSMCs, the financial terms of the contracts, and other contractual and business issues. Findings indicate that: (1) contracts between school districts and FSMCs address some, but not all basic school nutrition requirements; they varied considerably in their compliance with regulatory requirements about key school district responsibilities; (2) contracts generally conformed to USDA regulations on payment structures; (3) many contracts contained accounting requirements, but provided limited guidance on reporting and accountability; and (4) contracts generally described the services that FSMCs were expected to provide; however, there was wide variation in the numbers of services to be provided and the detail with which these services were described. Forty tables and four exhibits are included. Appendices describe study methodology and contract origins. (LMI)

ED 385 938 EA 026 967

Charter School Handbook.
PUB DATE- Apr 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Compliance (Legal); Elementary Secondary Education; Foreign Countries; *Governance; Institutional Autonomy; *Nontraditional Education; *State Action; *State Legislation; State Regulation; State School District Relationship; State Standards
IDENTIFIERS- *Alberta; *Charter Schools

This handbook has been prepared to assist Albertans in understanding the provincial charter school concept, to assist charter organizers with their planning and preparation for the establishment of charter schools in Alberta, and to assist those responsible for processing charter school applications. Bill 19, The School Amendment Act, which provided for the establishment of charter schools, was proclaimed into law on May 25, 1994. Charter schools are autonomous public schools that provide innovative or enhanced means of delivering education to improve student learning. Following the overview, information is provided on the characteristics of charter schools, things to consider before preparing an application, who is eligible to apply, and the application process. Answers to commonly asked questions about eligibility, governance, accountability, programs, students, teachers, grants, and applications are provided. Samples are also provided of the charter-school application form, declaration, checklist, and acceptance and rejection statements. Elements to be included in the charter agreement are outlined. Appendices contain a copy of the School Act and an explanation of charter-school regulation. (LMI)

ED 385 939 EA 026 968

Dayton, John; Matthews, Kenneth
Georgia School Finance: Funding Education in the New Empire State of the South.

Keedy, John L.; And Others
School Board Chair Ideological Agreement with and Knowledge about School Restructuring in North Carolina.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Board of Education Role; *Boards of Education; *Educational Change; Elementary Secondary Education; Interprofessional Relationship; Public Schools; *School Restructuring; *Superintendents
IDENTIFIERS- *North Carolina

Given the important role of local school boards in the school-restructuring movement, this paper presents findings of a study that identified what board chairs in North Carolina knew about school restructuring. The study also examined the extent to which chairs agreed with major ideological tenets of school restructuring and with their superintendents' views on school reform. Data were gathered from a 1994 survey of 119 local school-board chairs in North Carolina, to which 65 chairs responded (a 77 percent response rate). Two Likert-type scales were used to measure ideological agreement and knowledge on five domains--decentralization, work redesign for employees, school choice, student as worker, and board chair roles. Findings indicate that school boards did not constitute a major impediment to school restructuring. Board chairs demonstrated considerable agreement with four of the domains; they reported neutral attitudes toward school choice. However, when asked about their knowledge on these domains, chairs claimed less knowledge in all domains except school choice. A slight negative correlation was found between chairs' and superintendents' attitudes toward restructuring. The following recommendations are offered: (1) provide inservice education for board chairs, particularly about work redesign; (2) interview superintendent candidates about their views on school reform; and (3) boards advocating restructuring would do well to select women candidates from urban backgrounds with advanced degrees. Two tables are included. (Contains 41 references.) (LMI)

ED 385 958 EA 026 998

Keedy, John L.
Synopsis of "The First-Year Superintendency: An Across-Case Analysis," and Don Drake: Culture-Builder and Change Agent (One of Four Cases in the Above Study.
PUB DATE- Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; *Change Strategies; Collegiality; Educational Change; Educational Environment; Elementary Secondary Education; Organizational Change; *Organizational Climate; *Organizational

ED 385 976 EC 304 171

Gromme-Clark, Marcia
Creating a Positive Academic Environment for Students with Behavioral Disorders Using the Foxfire Pedagogy.
PUB DATE- 95
NOTE- 50p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Attitude Change; *Behavior Change; *Behavior Disorders; Elementary Education; Elementary School Students; Intervention; Learning Experience; Reading Attitudes; *School Attitudes; *Self Esteem; Student Attitudes; Student Behavior; Student Development; Student Educational Objectives; Writing Attitudes
IDENTIFIERS- *Foxfire

An intervention with six elementary-aged students with behavioral disorders was designed to increase positive attitudes toward school and learning, to improve self-esteem and empowerment, and to decrease inappropriate behaviors. The Foxfire pedagogy was used to achieve academic goals and to empower students. Students identified characteristics of a good teacher, identified characteristics of memorable learning experiences, were assessed on academic skills and attitudes, established a real-world connection between academic goals and the need to accomplish them, designed projects incorporating their objectives, developed a plan to complete the project, identified a method of evaluation for their project, and reflected on problems with their project and ways to improve it. At the conclusion of the intervention, four out of six students indicated that they liked school, and all of the students passed their academic subjects. Inappropriate behaviors decreased, although regular education teachers did not notice any changes in students' attitudes. There was no measurable evidence of increased self-esteem using the Piers-Harris measure. Students' writing skills improved as measured by the Peabody Individual Achievement Test-Revised. Students also appeared to be more enthusiastic about writing, publishing their work, and reading than before the intervention. Appendices provide the teacher questionnaire and a student attitude evaluation instrument. (Contains 17 references.) (SW)

ED 385 977 EC 304 172

Americans with Disabilities Act: Accessibility Guidelines for Buildings and Facilities, Transportation Facilities, Transportation Vehicles.
PUB DATE- Sep 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Building Design; Bus Transportation; *Compliance (Legal); *Design Requirements; *Disabilities; Facility Guidelines; *Facility Requirements; Motor Vehicles; Transportation
IDENTIFIERS- *Americans with Disabilities Act 1990

Guidelines are presented regarding accessibility to buildings and follow-up studies of special education students indicated, among other findings, that the district's dropout rate (6 percent) was significantly lower than the 37 percent rate for students with disabilities nationally and that more former special education students are employed. Appendices, which comprise half of the document, provide an item analysis of the questionnaire, written questionnaire responses, results of an assistive technology survey, and written responses to a follow up of former regular education students. (Contains 62 tables.) (DB)

ED 385 995 EC 304 197

Taylor, Ronald L.; And Others
Exceptional Children: Integrating Research and Teaching. Second Edition.
PUB DATE- 95
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Delivery Systems; *Disabilities; Disability Identification; Educational History; Educational Practices; Elementary Secondary Education; Etiology; Regular and Special Education Relationship; Research and Development; *Special Education; *Symptoms (Individual Disorders); *Teaching Methods; *Theory Practice Relationship

This text, designed to be a comprehensive introduction to special education, emphasizes linking research and practice and implementing best practices in the education of students with learning disabilities, mental retardation, behavioral/emotional problems, giftedness, speech and/or language impairments, visual impairments, hearing impairments, and physical or other health impairments. For each exceptionality category, two chapters are provided: one including information about characteristics, causes, and identification, and a second chapter focusing on specific teaching considerations. In addition to the chapters on specific exceptionalities, other chapters cover the following topics: (1) historical and legal foundations of special education; (2) the special education process from identification to service delivery; and (3) a generic view of the special education process. (Contains approximately 800 references.) (DB)

ED 385 996 EC 304 198

Presperin, Jessica J., Ed.
Capitalizing on Technology for People with Disabilities. RESNA '90: Proceedings of the Annual Conference (13th, Washington, D.C., June 15-20, 1990).
PUB DATE- 90
NOTE- 461p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); Aging (Individuals); *Assistive Devices (for Disabled); Augmentative and Alternative Communication; Computer Oriented Programs; Delivery Systems; *Disabilities; Electronics; Elementary Secondary Education; Evaluation Methods; Human Factors Engineering; Information Networks; *Physical Disabilities; Prostheses; Public Policy; *Rehabilitation; Robotics; Rural Areas; Sensory Aids; Special

Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Basic Skills; Classroom Design; Classroom Techniques; Computer Uses in Education; *Disabilities; Educational Technology; Elementary Secondary Education; Evaluation Methods; *Inclusive Schools; Individualized Education Programs; *Language Arts; Mainstreaming; *Mathematics Instruction; *Reading Instruction; Student Evaluation; *Teaching Methods

This textbook emphasizes practical guidelines and approaches that work with special students mainstreamed into regular classrooms. The background of the mainstream and inclusion movements and labeling practices is considered, along with specific exceptionalities and methods effective in teaching children who have learning disabilities, mental handicaps, behavior problems, physical impairments, visual impairments, and hearing impairments. The book then covers the concept, practice, and components of the Individualized Education Plan, including teamwork in planning and implementation. Classroom organization and management techniques are addressed, including behavior management and the affective components of learning, attitudes, and how to communicate teacher expectations. The final chapters address basic skill areas, including: identification of reading difficulties, reading strategies, oral and written language, spelling, handwriting, mathematics assessment tools, mathematics instructional content, and techniques for helping children with special learning needs in math. The potential of technology to meet the increasing diversity in the general education setting is also addressed. Step-by-step suggestions and classroom vignettes are included, along with a glossary. (Each chapter contains references.) (SW)

ED 386 015   EC 304 218

Danaher, Joan
Preschool Special Education Eligibility Classifications and Criteria.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 95
NOTE- 13p.; A product of the National Early Childhood Technical Assistance System. For the 1992 version, see ED 351 847.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- At Risk Persons; *Classification; Compliance (Legal); Developmental Delays; *Disabilities; Educational Legislation; Educational Policy; *Eligibility; *Evaluation Criteria; Federal Legislation; Preschool Education; Special Education; *State Standards
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

This paper analyzes the preschool special education eligibility classifications and criteria used by states and the District of Columbia in compliance with Part B of the Individuals with Disabilities Education Act. Four types of eligibility classifications are described: use of only Part B disability categories; use of Part B categories plus a state-defined, preschool-specific category/classification; use of some, but not all, Part B categories and a preschool-specific category that replaces omitted Part B categories; and use of no Part B categories. States' use of quantitative and qualitative criteria for preschool-specific category/classification is examined, with a state-by-state summary chart. The chart specifies the type of eligibility classification; the preschool-

(Paul White); "Defining the Gaeltacht: Dilemmas in Irish Language Planning" (Reg Hindley); "The Geolinguistics of Breton" (Humphrey Lloyd Humphreys); "Language-Retreat and Regeneration in the Present-Day Scottish Gaidhealtachd" (Kenneth MacKinnon); "An Essay in Historical Geolinguistics: Gaelic Speaking in Urban Lowland Scotland in 1891" (C. W. J. Withers); "What Future for Scotland's Gaelic-Speaking Communities?" (Clive James); "Bicultural Conflict in the Context of the Core-Periphery Model" (Don Cartwright); "The Spatial Organisation of Language in Canada, 1981" (John de Vries); "Gaelic in Nova Scotia" (John Edwards); "Language Made Visible: Representation in Geolinguistics" (J. Ambrose, C. H. Williams); and "Sound Language Planning Is Holistic in Nature" (Colin H. Williams). Contents are indexed. (MSE)

ED 386 036 FL 023 194

French as a Second Language. Annotated Bibliography of Learning Resources. Beginning, Intermediate and Advanced Levels, Early Childhood Services-Grade 12. 1995 Supplement.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; Class Activities; Computer Software; Cultural Awareness; *Cultural Education; Dictionaries; Difficulty Level; Early Childhood Education; Elementary Secondary Education; Foreign Countries; *French; French Literature; *Instructional Materials; Multimedia Instruction; Reading Materials; *Reference Materials; Second Languages; Vocabulary Development
IDENTIFIERS- *Alberta

The 1995 supplement to the annotated bibliography for French second language instruction cites materials that are useful for a variety of French language programs, are appropriate to age and proficiency levels of French language learning, promote positive attitudes toward and greater understanding of French language and culture, take into account different learning styles, depict aspects of francophone community life in Canada and elsewhere, are current and free of bias, support development of all language skills, can be adapted to different teaching styles, have appealing general format, and are reasonably priced, durable, and readily available. The resources are presented in the following categories: audio/video/kits; communicative activity resources; computer software; cultural learning resources; dictionaries and vocabulary handbooks; posters, maps, and charts; reading collections/literature; student reference materials; and teacher reference materials. Each entry includes: title; author(s)/producer(s); publisher/distributor; International Standard Book Number (ISBN); publication date; price; age level (communicative proficiency level); component(s) available: field(s) of experience; and a summary. A list of addresses for publishers/distributors, title index, and format index are appended. (MSE)

ED 386 037 FL 023 195

Davis-Wiley, Patricia
The Impact of Foreign Language Instruction in the Elementary School Arena: It Does Make a Difference.
PUB DATE- 10 Nov 94
NOTE- 12p.; Paper presented at the Mid-South Educational Research

in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Curriculum Development; Economic Factors; *Educational Change; Educational Economics; Educational History; Educational Policy; Elementary Secondary Education; *English (Second Language); Foreign Countries; Futures (of Society); Instructional Materials; *Public Policy; Second Language Instruction; Teacher Education; *Textbook Preparation; *Textbooks
IDENTIFIERS- *Hong Kong

A discussion of the role of English-as-a-Second-Language (ESL) textbooks in Hong Kong schools is examined first in social and historical contexts and then within the framework of a newly revised public school curriculum. The textbook is first viewed from three perspectives: curricular (socio-political); instructional (as an educational tool); and economic (as a commodity). Then it is examined in three distinct periods of English language teaching in Hong Kong: classical humanism (1878-1952); reconstructionism (1952-1995) and progressivism (post-1995). The use of textbooks during each of these periods is discussed. It is concluded that in the new Hong Kong educational scheme, published ESL textbooks and complementary materials (workbooks, audio and video tapes) will be an important core instructional resource and reflect progressivist values: durability; flexibility; and economy. Considerations in the design of textbooks and in teacher training in their classroom use and adaptation are also noted. Contains 15 references. (MSE)

ED 386 056 FL 023 220

Pickard, Valerie; And Others
Concordancing for Schools: Problems and Potential.
PUB DATE- 94
NOTE- 16p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; *Computer Software; Costs; *Databases; Discourse Analysis; *English (Second Language); Foreign Countries; Higher Education; *Indexes; Instructional Materials; Language Research; *Media Selection; Secondary Education; Second Language Instruction; Student Attitudes; Teacher Attitudes; *Word Frequency

The value and role of concordancers (simple computer programs that can quickly analyze electronic texts to find occurrences of a given word, part of a word, or phrase and display it within its immediate context) in secondary school English-as-a-Second-Language (ESL) teaching are examined. First, their use in higher education is discussed, including their role in syllabus design, evaluation of existing course materials, preparation of print instructional materials, and classroom use by students. The kind of language corpus needed for secondary school instruction is then considered, and factors, both instructional and technical, in compilation of an appropriate

Foreign Countries; Laws; Mexicans; Models; Program Implementation; *Public Policy; Spanish
IDENTIFIERS- *Mexico

The series "Self-instructional Notes on Social Participation" is a six volume series intended as teaching aids for adult educators. The theoretical, methodological, informative and practical elements of this series will assist professionals in their work and help them achieve greater success. The specific purpose of each notebook is indicated in the introduction. This notebook is essentially a compilation of legal documents, such as contracts, intended as models for professionals setting up adult education programs to help them work with the public, private, and social sectors. These documents provide an important framework for dealing with service providers and a means of standardizing social participation information. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KM)

ED 386 076 FL 801 075

Cuadernos de Autoformacion en Participacion Social: Educacion con la comunidad. Volumen 6. Primera Edicion (Self-Instructional Notebooks on Social Participation: Education with the Community. Volume 6. First Edition).
PUB DATE- Jul 91
NOTE- 146p.; For related documents, see FL 801 069-074.
LANGUAGE- Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; Adult Students; Andragogy; Basic Skills; Community Change; Community Development; *Community Involvement; *Community Support; Cultural Enrichment; *Educational Improvement; Foreign Countries; Mexicans; Program Descriptions; Spanish; *Student Needs; *Teacher Characteristics; Urban Education
IDENTIFIERS- *Mexico

The series "Self-instructional Notes on Social Participation" is a six volume series intended as teaching aids for adult educators. The theoretical, methodological, informative and practical elements of this series will assist professionals in their work and help them achieve greater success. The specific purpose of each notebook is indicated in the introduction. This notebook describes the history, characteristics, objectives, scope of action, organization, and strategies of the Centers of Community Education, the Urban Centers of Permanent Education and the Education and Recreation Camps. These are three projects where unified community participation is manifested and participants have seen their cultural level raised. The programs are described in detail, and personal characteristics of key personnel and successful participants are outlined, followed by point-by-point discussion of how the programs were carried out. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KM)

ED 386 077 HE 028 479

Geographic Origins of Students, Fall 1994, Volumes I-III. Report Number 2-95.
PUB DATE- Jun 95
NOTE- 1,864p.
LANGUAGE- English

ED 386 094 HE 028 496

Desiderio, Mike
Women in Academia: A Case Study.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; Case Studies; Doctoral Degrees; *Females; *Graduate Students; Graduate Study; Higher Education; Student Attitudes; Student Characteristics; *Student Motivation; *Teacher Educator Education
IDENTIFIERS- *Texas A and M University

This study explored the motivations of six female doctoral students in education to examine why they were entering higher education. The students were all doctoral candidates in the Department of Educational Curriculum and Instruction at Texas A&M University. Participants related, in their own words, the experiences that led them to pursue higher education. The interviews followed a protocol established for the study and results were subject to member checks and content analysis. Findings included the following: (1) none of the participants thought of the world of academia as male dominated; (2) all participants had experience working in public education; (3) two of the six were happy with the positions they had been in before they returned to Texas A&M and four had been dissatisfied either because their career demanded skills they felt they needed to acquire or teacher burnout; (4) individual circumstances for each student led them to pursue a doctoral degree including the doctoral degree as a long-standing career goal, convenience with regard to family demands, or professional connections; (5) most felt they were not appreciated for their work as teaching or research assistants; and (6) nearly all planned to continue their careers working in higher education. (JB)

ED 386 095 HE 028 497

Chronopoulos, Themis
Racial Turmoil at San Jose State: The Incident of the 1967 University of Texas at El Paso vs. San Jose State Football Game.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; Athletes; Blacks; *Black Students; *College Athletics; College Students; Educational Change; Higher Education; *Racial Discrimination; Racial Relations; Social Change; State Colleges
IDENTIFIERS- *San Jose State College CA

This paper analyzes the 1967 protest by San Jose State College (California) black student athletes against racial discrimination. It claims that the discrimination they experienced was grounded in pervasive racism at that college and eventually had a long term symbolic and concrete effect on black students and higher education. Harry Edwards, a former San Jose State student athlete and then faculty member

This guide discusses federal student aid programs for postsecondary education and how to apply for them. It begins by outlining sources for finding out about student aid, such as schools, state higher education agencies, guidance counselors, and organizations connected with particular fields of interest. It then offers tips on how to choose a school carefully. The guide then presents general information about federal student aid, including eligibility in terms of need and dependency status, the application process, special circumstances, deadlines, and important telephone numbers. It then provides more detailed descriptions of the Federal Pell Grant Program, the Federal Direct Student Loan Program, the Federal Family Education Loan Program, and campus-based programs, such as Federal Supplemental Educational Opportunity Grants, the Federal Work-Study Program, and Federal Perkins Loans. The guide concludes with a discussion of borrower rights and responsibilities, loan deferment procedures, loan cancellation procedures, and a glossary of important terms. (MDM)

ED 386 116 HE 028 524

Barbett, Samuel; Korb, Roslyn A.
Current Funds Revenues and Expenditures of Institutions of Higher Education, Fiscal Years 1985 through 1993. E.D. TABS.
PUB DATE- Jul 95
NOTE- 53p.; For FY 1984-92 report, see ED 374 726.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Analysis; *Educational Finance; *Expenditures; *Higher Education; *Income; Longitudinal Studies; National Surveys; Nonprofit Organizations; Private Colleges; State Colleges; Tables (Data); Two Year Colleges
IDENTIFIERS- Higher Education General Information Survey; Integrated Postsecondary Education Data System

This report presents 27 tables of revenue and expenditure data on the nation's accredited institutions of higher education. Data are from the Integrated Postsecondary Education Data System (IPEDS) "Finance" surveys from FY 1987 through 1992 and the Higher Education General Information Survey (HEGIS) from fiscal year (FY) 1985 through 1986. These surveys collected information on revenues and expenditures, expenditures on scholarships and fellowships, and other financial data. Tables cover: sources of revenues and purposes for expenditures for all institutions, public institutions, and private institutions for FY 1985 through 1993; revenues and expenditures of four-year and two-year institutions for FY 1993; revenues and expenditures at all institutions, four-year, and two-year institutions by selected categories and states for FY 1993; comparison of FY 1992 and 1993 revenue and expenditures for all institutions, public institutions, and private institutions by state; revenues and expenditures of private nonprofit institutions for FY 1993; revenues and expenditures by control of institution and source or purpose for FY 1985 through 1993 in constant 1993 dollars; and consumer price index (CPI) factors for FY 1985 through 1993. The report includes a glossary and a description of the survey methodology. Two appended tables provide FY 1993 survey response rates for higher education institutions by sector and by state. (MDM)

ED 386 117 HE 028 525

McCormick, Alexander C.; And Others
Profile of Part-Time Undergraduates in Postsecondary Education:

independent study, amounts of material to cover in single class periods, skills that must be demonstrated, supplies/equipment needed, amounts of class time required for demonstrations and student practice, supplementary materials to order, and resource people to contact. (MN)

ED 385 677 CE 068 517

Manual Drivetrain and Axles Specialist. Teacher Edition. Automotive Service Series.
PUB DATE- 91
NOTE- 1,064p.; For other documents in the series, see ED 310 278 and CE 068 513-519. Printed on pastel colored stock.
LANGUAGE- English
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Basic Skills; Behavioral Objectives; Classroom Techniques; *Competency Based Education; Integrated Curriculum; Learning Activities; Lesson Plans; *Power Technology; Pretests Posttests; Secondary Education; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- *Axles; *Drive Trains (Automotive)

This instructor's guide contains materials for teaching the manual drive trains and axle specialist component of a competency-based instructional program for students preparing for employment in the automotive service trade. It is based on National Institute of Automotive Service Excellence task lists. Six instructional units contain materials designed to teach students to service the following: drivelines, differentials and rear drive axles, clutches, manual transmissions, manual transaxles and front drive axles, and four-wheel drives. Each unit includes the following: performance objectives, suggested activities, pretests, information sheets, assignment sheets, job sheets and their practical tests, written tests, and answers to all tests and assignments. Some units also include handouts, supplements, transparency masters, and activity sheets. Transparency masters, handouts, pretests, practical tests, and written tests are included in the instructor edition only. All unit components focus on measurable and observable learning outcomes, and all units incorporate activities to help students master basic skills required for the workplace. In addition, each unit includes information on the following: using the materials for independent study, amounts of material to cover in single class periods, skills that must be demonstrated, supplies/equipment needed, amounts of class time required for demonstrations and student practice, supplementary materials to order, and resource people to contact. A basic skills matrix correlates competencies and skills. (MN)

ED 385 678 CE 068 518

Steering and Suspension Specialist. Teacher Edition. Automotive Service Series.
PUB DATE- 91
NOTE- 701p.; For other documents in the series, see ED 310 278 and CE 068 513-519. Printed on pastel colored stock.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Basic Skills; Behavioral Objectives; Classroom Techniques; *Competency Based Education; Integrated Curriculum; Learning Activities; Lesson Plans;

Dynamics; *Literacy Education; Program Evaluation; Socialization; Student Motivation
IDENTIFIERS- Ontario; Teacher Researchers; Workplace Literacy

This publication contains nine articles about the process of doing research by literacy practitioners and volunteers in several areas of the Ontario (Canada) literacy field. "Implementing a Workplace Program: A Look Back" (Maria Ioannou-Makrakis) describes the process followed and the learning outcomes from planning, implementing, and developing a workplace literacy program in a rural community. "The Open Learning Network" (Frances Lever) focuses on researching and developing a cross-sectoral accreditation system with planned involvement of experts, students, providers, and information users. "Course Charting" (Deborah LeForestier) is a description of the participatory assessment process as practiced in an adult skills upgrading project. "How Are New Learners Socialized into an Existing Literacy Program?" (Michael G. Wodlinger, Regina Muetze) examines the process that would best facilitate a literacy learner's entry into a new program. "Group Process in Literacy: Program-Based Research" (Heather Lennie Segsworth) looks at the development of groups in literacy classes. "The ESL English as a Second Language and Literacy Bridging Project" (Judy Bernstein, Lori Rothschild) describes a curriculum development project that was allowed to evolve towards an initially undefined outcome. "Trial, Error, and Back to the Drawing Board" (Suzy Harris) tells how testing methods and instruments before starting on a full-scale evaluation saved time and made the information more interesting and useful. "Evaluation and Change in a Literacy Program" (Patrick Cummins) is a case study that explores some factors leading to evaluation use. "Dialogue: Questions of a Novice Researcher" (Suzy Harris, Michael Wodlinger) is an edited dialogue dealing with some issues around program evaluation. Also included is a review of a research report, "Literacy in South Muskoka." (YLB)

ED 385 696   CE 069 224

Gruber, David A.
Toward a Seamless System for Youth Development: A New Strategy for Integrating Resources, Programs, and Institutions.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- May 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Change Strategies; Community Cooperation; Community Coordination; *Community Programs; Cooperative Programs; Coordination; *Education Work Relationship; Models; Program Implementation; Resource Allocation; Secondary Education; Vocational Education; Youth Opportunities; Youth Programs

This report explores the potential for and obstacles to comprehensive community-level approaches to preparing young people for occupational and academic advancement. Chapter I introduces the New Workforce strategy based on a pathways design and a community framework and strategic plan. Chapter II includes the following: overview of the shaping of the current system; the key institutions and programs that educate, train, and prepare young people for adulthood; reasons for the failures of the current system; and the potential for development of a systematic school-to-work transition strategy. Chapter III describes New Workforce and the early planning and

Division, Education and Employment Issues, U.S. General Accounting Office; Employment, Housing, and Aviation Subcommittee; Minnesota Teamster Service Bureau; and New York State Job Training Partnership Council. Among the topics discussed during the hearings were the following: duplication of services by existing programs; benefits and drawbacks of consolidating existing federal programs; the availability and adequacy of information about the outcomes and effectiveness of individual programs; efforts directed toward comprehensive planning and programming from 1960-1994; ways in which selected legislative proposals address concerns regarding multiple federal employment training programs; the state of New York's GATEWAY initiative and Workforce Preparation Evaluation Act; and efforts of the Minnesota Teamsters Service Bureau to assist dislocated workers, improve workplace literacy, and prepare tomorrow's workers. (MN)

ED 385 714 CE 069 605

Reder, Stephen
Synthetic Estimates of Iowa's Substate Adult Literacy Proficiencies.
PUB DATE- Jun 95
NOTE- 31p.; Cover title varies: Synthetic Estimates of Adult Literacy Proficiencies for Regions of Iowa.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Data Analysis; Estimation (Mathematics); *Functional Literacy; Literacy Education; *Reading Ability; *Reading Achievement; *Statewide Planning; Synthesis; Tables (Data)
IDENTIFIERS- Census 1990; *Iowa; National Adult Literacy Survey (NCES)

This document, which is designed to provide Iowa literacy service providers and funding agencies with information about the distribution of adult literacy proficiencies over various regions of Iowa, presents and discusses synthetic estimates of adult literacy proficiencies. First, the procedure that was used to develop synthetic literacy estimates for each of Iowa's 17 Public Use Microdata Areas (PUMAs) based on data from the 1990 Census and three literacy scales reported by the National Adult Literacy Survey is explained. Next, the accuracy of previously published statewide synthetic estimates is examined, and the synthetic estimates are compared to recent Iowa State Adult Literacy Survey results. The process of summarizing the synthetic estimates of the prose, document, and quantitative literacies of adults residing in each of Iowa's 17 PUMAs and the steps in calculating general estimates for clusters of PUMAs are outlined. Appended are a map of the geographical boundaries of Iowa's PUMAs and 17 tables reporting the synthetic estimates of the combined, prose, document, and quantitative literacy estimates of adults residing in each PUMA. (MN)

ED 385 715 CE 069 615

A Wider Spectrum of Opportunities.
PUB DATE- Mar 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; Cooperative Education; High Schools; *Job Placement; *Mentors; Modeling (Psychology); Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; *School Business Relationship; School Community Relationship; *Student Employment; Student Evaluation; Teacher Responsibility; Teacher Role; Teacher Student Relationship

This book describes a highly successful mentorship program in "how-to" terms that are easily applied and adaptable to a variety of situations. Following an introduction, chapter 1 addresses the question: When does a student really need the help of a professional mentor? Chapters 2-7 examine the underlying principles of the mentor program. Chapter 2 presents methods for checking students' readiness for a formal mentorship. The topic of chapter 3 is the mentor seminar, through which students finalize their preparation for the mentor program. Chapter 4 examines the process of finding mentors and supporting them in their efforts to work effectively with students. Chapter 5 includes strategies for reinforcing and advancing skills students develop in preparation for the mentorship and for clear and efficient communications with students and mentors. It describes the teacher's role in effectively monitoring each student's progress and guiding the class as a unit. Chapter 6 explores the role of school personnel, parents, and community members within the program. Chapter 7 discusses the recognition and evaluation that complete the cycle of one school year and generation of a vision for the next. Chapter 8 provides information to persuade others to become involved. Chapter 9 presents an example of one student's growth as a direct result of his experience in the mentor program. Sample forms are provided throughout. References are listed at the end of each chapter (a total of 154). (YLB)

ED 385 733 CE 069 640

Simon, Roger I.; And Others
Learning Work: A Critical Pedagogy of Work Education. Critical Studies in Education and Culture Series.
PUB DATE- 91
NOTE- 199p.; Series introduction written by Henry A. Giroux.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Career Development; *Career Education; Compensation (Remuneration); *Cooperative Education; *Critical Thinking; Foreign Countries; Fringe Benefits; Futures (of Society); Interpersonal Relationship; Job Development; *Job Skills; Leisure Time; Occupational Safety and Health; Salaries; School Business Relationship; Secondary Education; Self Evaluation (Individuals); Work Attitudes
IDENTIFIERS- Canada; *Critical Pedagogy

Through discussions of teaching practice and actual lesson suggestions, this book clarifies how the viewpoint of critical pedagogy can be used to develop a clear and principled practice of work education. The introduction provides a brief discussion of how critical pedagogy is understood and how it relates to work education. Chapter 1 situates the book's approach to work education within the domain of critical pedagogy. Chapter 2 provides a detailed discussion of specific teaching and learning strategies that can be used to encourage critical inquiry into workplace experience. Chapters 3-13 follow the to college (17 percent versus 6 percent). Between 1972 and 1992, both high school dropouts and graduates who did not go on to college became more likely to receive AFDC or public assistance income. The increase in the likelihood of receiving welfare income was greater for high school dropouts than for graduates who did not go on to college. The difference between the two groups in the percentage receiving such income rose from 7 to 12 percent. However, not all people who attain higher levels of education do so because of the availability of low cost education. Therefore, the indicator may overstate this benefit from public investment in education. (A chart shows percentage of persons aged 25-34 who received income from AFDC or public assistance, by years of schooling completed: 1972-92. Two graphs identify percentage of persons 25-34 who received income from AFDC or public assistance, by years of schooling completed: 1972-92. The first includes all persons; the second shows percentages by race/ethnicity.) (YLB)

ED 385 751 CE 069 676

Resource Guide to Educational Materials about Agriculture. A Project of Agriculture in the Classroom.
PUB DATE- Aug 93
NOTE- 90p.; For an earlier edition, see ED 234 280.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agribusiness; *Agricultural Education; Agricultural Occupations; *Agriculture; Audiovisual Aids; Career Education; Educational Resources; Elementary Secondary Education; Geographic Location; Geography; Instructional Materials; Public Policy; Technology; Workbooks

Designed to help teachers bring more information about agriculture into their classrooms, this resource guide provides a listing of materials relating to agriculture available from private and public sources. It describes materials available from more than 300 organizations and publishers who responded to a request regarding materials they were producing that would help regular classroom teachers, grades K-12, incorporate more information about agriculture into their teaching. The listings are divided into four sections: printed materials (books, pamphlets, activity and coloring books, and packets or kits of printed materials); audiovisuals and kits (films, filmstrips, slide sets, videotapes, and transparencies, some with accompanying print materials); resource guides or catalogues; and miscellaneous (posters, wall charts, and computer software). The items are listed by title, publisher/producer, grade level, and format. They include a description of the content and price and ordering information for almost all entries. A table of contents lists items alphabetically by title within each of the four sections. A title index is followed by these content area indexes: agriculture and history, the geography of agriculture, agricultural science and technology, agricultural economics and society, agriculture and the world, careers, agriculture and public policy, activity and color books, and materials with guides for teachers. Another index lists state-related materials. (YLB)

ED 385 752 CE 069 677

Automotive Technician. A Competency-Based Curriculum Designed To Prepare Students for Entry-Level Employment.
PUB DATE- 95
NOTE- 215p.

Idaho Driver Education Administrative Guide.
PUB DATE- 25 Sep 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; Course Content; Course Objectives; Curriculum; *Driver Education; Educational Administration; Elective Courses; High Schools; Proprietary Schools; Public Schools; State Curriculum Guides; Teaching Methods; *Traffic Safety
IDENTIFIERS- *Idaho

This guide provides information for school administrators and directors of commercial driver training schools about conducting driver education courses in Idaho. The first part of the guide, which applies to both public schools and commercial schools, covers the following areas: administration, sample letters and forms, instructional time requirements and credits, scheduling, driver education instruction permits, student transfers, parent involvement, pre- and post-parent-meeting nights, materials and teaching tools (student observation report and Idaho Class D license skills test), classroom phase and simulation, driver education vehicles, behind-the-wheel phase (including night driving and multiple-car student driving ranges), and grading. The second part, for public school administrators only, contains information about instructor qualifications, student eligibility standards, students with special needs, driver education instruction permits, annual vehicle inspection, insurance, recordkeeping, reimbursement of instructional material, equipment, and reimbursement for students. The third part, for commercial driving school administrators only, contains information on licensing and annual renewal, instructor qualification, student eligibility standards, commercial driver training instruction permits, recordkeeping, contracting with public schools, and vehicle insurance. Sample letters and forms for use with most of these topics are provided in an appendix that makes up half of the document. (KC)

ED 385 770 CE 069 724

Martin, Deborah
Oneida Career Development and Technical Training Center. Project Evaluation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 May 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *American Indians; *Career Development; Coordination; Educational Objectives; Individualized Instruction; Integrated Curriculum; *Literacy Education; Program Effectiveness; Retailing; *Vocational Education

The Oneida Career Development and Technical Training Center was established in 1989 to help Green Bay, Wisconsin, community members and tribal employees develop individual career and educational plans and receive the instruction and related services required to pursue those plans. During a workplace

*Parenting Skills; Questionnaires
IDENTIFIERS- Trinidad and Tobago; United States

Over the past decade there had been increasing interest in the topic of deferred parenting. However, the effect on children of late timed parents has been a source of debate among researchers and practitioners. The present cross-cultural study explores the following questions: (1) is there and optimal age of parenting, and (2) are children of older parents disadvantaged? An anonymous questionnaire was administered to 415 undergraduates from diverse majors and ethnic groups in Miami (United States) and to 1,072 high school students of East Indian, African, and mixed ethnic groups in Trinidad, West Indies. Factor analysis yielded two major scales measuring adolescents' perception of parental enjoyment, support, energy, time, closeness, ability to confide in, ability to get along with, and overall rating. Results showed that adolescents from two substantially different cultures do not believe that they receive a lower affective quality of parenting from older parents than they do from younger parents, and suggest that there may be an optimal age for fatherhood and that this age varies across cultures. (SR)

ED 385 788 CG 026 218

Hamburg, David A.
Education for Conflict Resolution.
PUB DATE- 94
NOTE- 18p.; Reprinted from the 1994 Annual Report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adolescents; Bias; Child Development; *Conflict Resolution; Cooperative Learning; Early Adolescents; Empathy; Ethnocentrism; *Group Dynamics; Hostility; Mass Media Effects; *Social Behavior; Violence

The human species seems to have a virtuoso capacity for making harsh distinctions between groups and for justifying violence on whatever scale the technology of the time permits. This essay explores the possibilities associated with using education as a means to avoiding conflicts or resolving them peacefully. Focus is placed on teaching humans to have more constructive orientations towards those outside their group, while maintaining the values of group allegiance and identity. The essay is concerned particularly with childhood and adolescent development and the factors that affect this development. Solutions presented for aiding in education for conflict resolution include: (1) fostering prosocial behavior in early life; (2) empathy training; (3) a framework for conflict resolution in the schools; (4) cooperative learning; (5) learning life skills in early adolescents; and (6) violence prevention training. The paper also explores the role of the international community as well as that of the media in conflict resolution. Lessons to be learned from decent human relations are that each party needs a basis for self-respect, dependability of communication, recognition of some shared interest, civil discourse, earning the respect of the other, boundaries for competition and disagreement, and considering the balance between self-interest and the interests of others. (SR)

ED 385 789 CG 026 292

Smith, Doreen L.
Juvenile Justice in Indiana: Facing the Issues.

ED 385 810 CG 026 401

Gordon, Kimberly A.; And Others

Profile of Behaviorally Resilient Adolescents: Confirmation and Extension.

PUB DATE- 27 Mar 95

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anxiety; Depression (Psychology); *Early Adolescents; *High Risk Students; *Interpersonal Competence; Junior High Schools; Questionnaires; Self Esteem; Self Evaluation (Individuals); Social Behavior; Student Behavior

IDENTIFIERS- *Resilience (Personality)

This study compared resilient adolescents to their non-resilient peers to assess the students' relative risk for engaging in behavioral, affective, somatic/health, and nutritional risks. Data was collected in the form of a self-administered Health Behaviors questionnaire from junior high school students (n=1,394) in grades 7-9, in two different schools. Results showed that the resilient subjects' behaviors and emotions differed significantly from those of their non-resilient peers. Further, the general pattern is such that it supports the conclusion that resilient adolescents engage in less psychosocially at-risk behaviors. At the same time; however, they are not as free from troublesome behavior and emotions as their normal peers. Two tables are included at the end of this document which provide comparisons and odds ratios of resilient subjects to non-resilient subjects. Contains 26 references. (SR)

ED 385 811 CG 026 402

Gittman, Elizabeth; Cassata, Marian

A Prevention Program for Middle-School High Risk Youth.

PUB DATE- Oct 94

NOTE- 11p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 26-28, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Compensatory Education; Educationally Disadvantaged; Grade 7; Helping Relationship; *High Risk Students; Junior High Schools; Junior High School Students; *Mentors; Middle Schools; Parent Participation; Pretests Posttests; Prevention; Self Esteem; *Substance Abuse; Teacher Student Relationship; Transitional Programs

IDENTIFIERS- *Middle School Students; *New York (Nassau County)

A 5-year federally funded substance abuse prevention program targeted 426 high risk middle-school youth from 4 school districts in Nassau County, New York. Combining a child-centered model with a systemic approach, the program's goal was to prevent or delay the onset of alcohol and other drug use. High-risk youth were identified by school counselors, administrators, and teachers based on indicators such as: discrepancy between ability and performance, excessive absence, and history of behavior problems. A cluster of 8 to 10 high risk grade seven students interacted daily with a teacher-mentor throughout their middle school experience. Program

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication Skills; *Content Area Reading; *Content Area Writing; Course Descriptions; *English for Special Purposes; Foreign Countries; Postsecondary Education; *Skill Development; Student Evaluation; Vocational Education
IDENTIFIERS- *Communication Context; Japan; Job Related Reading

A 13- to 15-week practical reading and writing course in English for a large 2-year, postsecondary vocational college in Tokyo, Japan was designed to train and educate the students to locate, acquire, comprehend, master and use the material employed in their chosen professions. The vocational college specializes in training translators, interpreters, and bilingual secretaries and tour guides. All students graduated from high school, but most have only a rudimentary working knowledge of English. The course is designed to allay students' misgivings about their ability to learn; devise and implement tasks to address students' low levels of language skills; impart practical skills; and establish small manageable units of 1 or 2 weeks in length. Instruction will proceed from the students' level of comprehension and deal with the information that they choose rather than from a predetermined textbook guideline. Students will be asked to delineate the communicative purposes, structure, style, content and intended audience of the texts they will collect and employ in their studies. Students will be required to assess the various grammar forms they are presented with and learn the use of these context-specific forms. The task framework provides a coherent way of addressing the various aspects of the program's emphasis and goals in definable increments that have distinct beginnings and endings. Using continuous assessment, students will be given constant feedback about their progress. Using the specific content area and the task structure enables faculty and students to define the actual skills that have been imparted. (Contains 19 references.) (RS)

ED 385 831 CS 012 235

Baumann, James F.
180 Days in Second Grade: Knowing and Growing Together.
PUB DATE- Sep 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Childrens Literature; *Grade 2; Journal Writing; Literature Appreciation; Primary Education; Reading Attitudes; *Reading Instruction; *Reading Writing Relationship; *Student Attitudes; Teacher Student Relationship; Teaching (Occupation); Writing Instruction
IDENTIFIERS- *Teaching Experiment; Teaching Research

A university reading educator exchanged jobs with an elementary school teacher for a full year of teaching and research in a second-grade classroom. The educator's perspective on teaching and learning literacy was based on the 3-part principle that immersion in a rich literate environment, explicit teacher instruction in literacy skills and strategies, and daily massed practice in literate activities are essential for success in reading, writing, and oracy. During the school year, the children grew in their knowledge and appreciation of children's literature. Students' interest and enjoyment of books were evident in their spontaneous writing, and they demonstrated their growing knowledge of authors in their journals. Children's writing ability grew in concert with their reading,

Skerritt, Marie E.
Early Secondary Students' Views on the Writing Journal's Ability To Be a Self Motivator in Writing.
PUB DATE- Jun 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Dialog Journals; High Schools; *Journal Writing; Language Arts; Literature Appreciation; *Self Expression; *Student Attitudes; *Student Motivation; Student Needs; Student Surveys; *Writing Instruction; Writing Research
IDENTIFIERS- New York

Journal writing has been used for a long time in the classroom as a part of an integrated approach to teaching literature. There are several different types of journals: (1) reading response journals, in which students react to what they have read; (2) lifebooks, which are similar to diaries or personal journals; and (3) dialog journals, in which the student and teacher converse in writing. A study attempted to determine how students assess the effectiveness of journals. A total of 77 ninth and tenth graders from a rural New York high school completed a survey during a 40-minute period. Results showed that most students not only found journals to be worthwhile, but also believed they helped them in various other aspects of the English curriculum. One student wrote, "Writing Journals help me to express myself in ways I have never done before. I can get my feelings out on paper much better." In random interviews after the administration of the survey, students reported that journal writing was only worthwhile if it allowed for personal reflections from time to time not necessarily related to the assigned reading; and if they were certain the teacher was reading their entries. (One table of data is included, and an appendix contains the survey.) (TB)

ED 385 849 CS 214 996

Strausbaugh, Angela
Journal Writing Is Beneficial to Teacher Instruction and Student Learning.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dialog Journals; Elementary Secondary Education; *Instructional Effectiveness; *Journal Writing; *Literature Appreciation; *Teacher Attitudes; *Writing Instruction; Writing Research
IDENTIFIERS- *Response to Literature; Teacher Surveys

A study investigated teachers' attitudes regarding whether journal writing is beneficial to teachers and students. The research focused on two types of journals: literature response journals, in which students explore thoughts on and reactions to a short story, poem or novel; and dialog journals, in which two or more students and/or teachers respond to each other's thoughts in a shared journal forum or bulletin board. To conduct the study, 30 writing instructors who were either presently using journals in their curriculum or were planning to use them were sent questionnaires with questions related to

1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Students; *Fairy Tales; Higher Education; *Sex Bias; *Sex Role; *Story Telling; Student Evaluation of Teacher Performance; Teaching Assistants
IDENTIFIERS- *Gender Issues

An instructor, who teaches both graduate and undergraduate courses in storytelling, incorporates discussions of gender issues throughout the semester in various ways. In one course, class discussions are used to raise issues of the origin of Grimm's fairy tales and of story variants. Students are also encouraged to choose gender issues in storytelling as a research focus. In the graduate seminar devoted to college teaching, activities to spark interest in gender issues include viewing a video entitled "Shortchanging Girls, Shortchanging America," discussing gender inequities in higher education, analyzing textbooks to demonstrate how women's voices have sometimes been silenced, observing graduate teaching assistants, and allowing women a voice in improving their learning by having written assessments throughout the course of the semester. (Contains 15 sources.) (RS)

ED 385 868 CS 508 995

Lulofs, Roxane S.
Cosmopolitan Communication and the Evangelical Impulse: Transcending a Paradox.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication (Thought Transfer); Higher Education; Models; *Religion
IDENTIFIERS- *Communication Behavior; *Communication Styles; Evangelical Christians; Religious Fundamentalism

For a professor who is also an evangelical Christian, it is one of life's ironies that despite her graduate school plans to teach at a large research university, she teaches instead at a small evangelical Christian college. Her concern as an academic is to discover how a person who professes evangelical Christianity can transcend the confines of ethnocentric (religious) communication and communicate in a cosmopolitan manner without denying the central place faith occupies in his or her life--in other words, how to elaborate a Christian theory of communication. Many fundamentalist writers who practice ethnocentric communication characterize secular universities as "bastions of moral relativism that leave no room for the Christian worldview" and as "dominated by 'politically correct' (P.C.) thought that can be contradicted only at great personal sacrifice" (Dobson 1993). A recent trend in communication theory has been to link competent communication to particular attitudes and values, as well as defining the way competent communication is enacted. Barnett Pearce's notion of cosmopolitan communication is one such education. Much of the debate in these areas centers around concern with autonomy and control, the purpose of education, and especially transmissional vs. dialogical conceptualizations of the educational process. These issues are not unique to distance education. Rather, they form the basis of debate in modern western society for educational and social philosophy generally. Based on a critical review of the research literature, the paper concludes that distance education is most productively conceived of in terms of a further development of and complement to traditional educational approaches, rather than in terms of a radical break. Finally, the paper notes that the philosophical debates are concerned with what are fundamentally communication theory issues. Thus the paper suggests that distance education offers a fruitful area of research not only in communication technology, but also in communication theory, and one in which scholars may make useful contributions. Contains 5 notes and 32 references. (Author/RS)

ED 385 887 CS 509 019

Bruning, Stephen D.
Classroom Exercise That Incorporates Internet Discussion Groups as an Integral Element in a Communication Course.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion Groups; *Electronic Mail; Higher Education; Information Sources; Interpersonal Communication; Teacher Student Relationship; Undergraduate Students; Writing Assignments
IDENTIFIERS- Communication Behavior; *Internet; Listservs; *Technology Integration

Responding to the dramatic changes in the style and form of communication, a communication instructor integrated the Internet into his communication courses at a liberal arts college. Students are required to sign up for a discussion group (listserv) that focuses on the course offering as well as a discussion group in their area of interest. Every other week, students write summaries of what happened in their discussion groups and e-mail it to the instructor. Students are encouraged to access as much information as they can as part of the information gathering process for their writing assignments. Students are also expected to conduct themselves according to the "rules" of the Internet. Five reasons students engage in this assignment are: (1) to gain an understanding of how to use electronic media; (2) to obtain a greater appreciation for the discipline of communication; (3) to start "networking" in their area of concentration; (4) to develop an understanding of the amount of information available; and (5) to combat the perception that graduates of small liberal arts colleges received little or no exposure to the latest technologies while in college. The assignment also led to an increase in the amount and quality of communication experienced in the student/professor relationship. The purposes for which students used electronic mail focused upon general communication, apologies, clarification of assignments, and to further examine in-class discussions. Electronic mail has afforded an additional channel of communication between the instructor and

ED 385 904 EA 026 927

Nyirenda, Stanley
From Ministry of Education and Culture to Ministry of Dedication and Torture: A Top-Down Approach to the Implemenation of Secondary School Improvement Policy in Malawi. Dedication and Torture.
PUB DATE- Apr 95
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Bureaucracy; *Educational Improvement; Foreign Countries; Government School Relationship; *Organizational Communication; Participative Decision Making; *Policy Formation; Program Implementation; Secondary Education; Teacher Attitudes
IDENTIFIERS- *Malawi

Over time, a policy can be modified and its implementation may take a form different than originally intended by policymakers. This paper presents findings of a case study that examined the implementation of a comprehensive education plan for improving secondary education using systems technology in Malawi. Data were gathered through document analysis, a survey of 36 Ministry of Education and Culture (MOEC) administrators and 240 school-level administrators, and interviews with 10 policymakers. It is argued that the MOEC's use of a bureaucratic model to implement a complex policy and its failure to include teachers and building-level administrators in decision making resulted in partial implementation, especially of those aspects aimed at achieving qualitative improvement. School principals/headmasters and teachers reported that they wanted to do a good job, but did not receive adequate information about the system changes they were expected to implement. The findings demonstrate the importance of providing meaningful involvement to all people expected to implement educational policy. A feeling of ownership is required for the development of commitment. Many teachers felt so marginalized by a strong central bureaucracy that they suggested a more appropriate name for the MOEC--the "Ministry of Dedication and Torture," implying that although the Ministry expected dedication from teachers, it failed to treat them as professionals. Changes are recommended to: (1) include headmasters and teachers in the policymaking process; (2) allocate realistic financial resources for implementation; (3) provide adequate training for those who will implement the policy; and (4) invest in clear communication between the central government and school-level educators. Sixteen tables are included. (LMI)

ED 385 905 EA 026 928

Cook, James
Conflict Management--Setting the Tone for School Safety.
PUB DATE- May 95
NOTE- 9p.; Paper presented at the Winter Symposium of the California League of Middle Schools and California League of High Schools (San Leandro, CA, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Group Dynamics; Higher Education; Interprofessional Relationship; Models; *Organizational Objectives; *Organizational Theories; Participative Decision Making; *Partnerships in Education; Program Evaluation; Program Implementation; School Business Relationship

This paper presents a grounded theory of educational partnership process. A case-study design was used to describe aspects of the partnership process of the Cooperative Alliance for Gifted Education (CAGE) during part of its second year of operation. Three organizations served as partners: a large urban school district, a state university, and a large corporation. Funded through the Educational Partnerships Program, CAGE was a 4-year project designed to integrate inquiry learning and the authentic use of technology in the K-12 curriculum, develop nontraditional assessment of exceptional potential of disadvantaged and minority students, and study the development of the partnership itself. Data were gathered from three subgroups of the partnership--3 CAGE partners, 3 members of the Joint Partnership Advisory Council, and 4 local experts on partnership process--through interviews, audio- and video-tapes of member meetings, document analysis, and a modified Q-sort activity. Common characteristics and conditions identified in the study were also found across existing theory and research. Thirteen categories used to describe the partnership process were identified, which showed that collaboration required some modification in operating procedures. Partners expected one another to operate as peers, to seek consensus, and to be committed; members' roles and responsibilities were related to their strengths and expertise; and involvement was sustained because of a shared project focus on goals and outcomes. Implications for practice are that: (1) leaders and directors can enhance the effectiveness of an educational partnership by monitoring and managing the partnership process; and (2) leaders and directors can maintain commitment of members by encouraging focus on worthwhile goals, identifying and communicating successful outcomes, and facilitating opportunities for professional growth. Three figures and three tables are included. Contains 54 references. (LMI)

ED 385 923   EA 026 948

Herrington, Carolyn D.; Nakib, Yasser A.
A Tightening of the Screws: The Politics of School Finance in Florida. State of the States 1995.
PUB DATE- Apr 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Higher

PUB DATE- Apr 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Educational Finance; Elementary Secondary Education; Expenditure per Student; Income; *Public Schools; Resource Allocation; State Action; *State Legislation
IDENTIFIERS- *Georgia

This paper summarizes the status of educational funding in Georgia, which has experienced significant population and economic growth. In the decade following passage of the Quality Basic Education Act (QBE, 1985), the state has made significant progress in educational improvement. Although per-pupil expenditures have increased, Georgia continues to lag behind much of the nation in average per-pupil expenditures. The QBE Act and a new state lottery system significantly increased funding for education. The Houston County School District recently adopted a controversial plan to fund the construction of new educational facilities without voter approval. Other developments include an increase in teacher hiring, an approved 6 percent teacher-salary increase, and the initiation of programs that extend educational opportunities for students. State legislation passed in 1995 included provisions affecting the allocation of funds for administrative positions and tenure, grants for afterschool programs, and the establishment of committees for the review of public-school finance and facility-construction funding. The budgets proposed by the governor and the House Appropriations Committee for fiscal year 1996 are included. (Contains 14 references.) (LMI)

ED 385 940 EA 026 969

National Initiatives: State & Local Strategies. Forum Proceedings (Atlanta, Georgia, February 9, 1995).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 9 Feb 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Standards; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Performance; State Action; *State Standards
IDENTIFIERS- *National Education Goals 1990; *United States (Southeast)

SERVE, the Southeastern Regional Vision for Education, is a coalition of educators, business leaders, governors, and policymakers seeking comprehensive and lasting educational improvement in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. This document contains the proceedings of a forum on the status of federal initiatives and the status of national-standards development, and explores ways that SERVE could better assist the development and improvement of education-reform activities. The meeting was structured around three themes--a perspective from Washington, D.C. on national education initiatives and resources; current statewide reform strategies in the six SERVE states; and the status of national content standards development. The use of technology was discussed as an avenue for changing the delivery system. A conclusion was that one of the most difficult tasks will be linking reform efforts, policy, and practice. Appendices contain a list of participants and information on the status of

Development; Public Relations; School Districts; *Superintendents

This paper presents findings of a case study of 4 first-year superintendents, which comprised part of a national study of 18 superintendents conducted from 1992-94. Data were collected from interviews, observation, and document analysis. All four superintendents had agendas focused on improving services for children. Three superintendents with the right fit to district context had clear, personal theories of practice, which provided predictable actions. The strategies used by one superintendent to implement his school vision are described in detail--how he supported and modeled collaborative interaction patterns with teachers and principals, and educated the public. Factors for his success included his central-office experience, facilitative leadership style, a commitment to personal intellectual and professional development, and a shift from a unilateral structure-setting agenda to a consideration of structure, curriculum, and student work. Appendices contain a memo from the superintendent to school staff. (Contains 17 references.) (LMI)

ED 385 959 EC 304 063

Canivez, Gary L.
Concurrent Validity and Diagnostic Efficiency of the Kaufman Brief Intelligence Test in Assessing Severe Discrepancy in Reevaluations of Students with Learning Disabilities.
PUB DATE- Mar 94
NOTE- 38p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concurrent Validity; *Diagnostic Tests; Efficiency; Elementary Education; Elementary School Students; *Intelligence Tests; *Learning Disabilities; Measures (Individuals); Middle Schools; Student Evaluation; *Test Validity
IDENTIFIERS- *Ability Achievement Discrepancy; *Kaufman Brief Intelligence Test; Middle School Students; Wechsler Intelligence Scale for Children III; Woodcock Johnson Revised Tests of Achievement

This study examined the concurrent validity and diagnostic efficiency of the Kaufman Brief Intelligence Test (K-BIT) with 75 elementary and middle school students with learning disabilities, who had been referred for triennial multidisciplinary re-evaluations. High and significant correlations were found between the K-BIT and the Wechsler Intelligence Scale for Children-III (WISC-III). However, K-BIT Vocabulary-Matrices discrepancies were not in agreement with WISC-III Performance IQ-Verbal IQ discrepancies. Substantial agreement was found between the presence or absence of achievement-ability discrepancies identified by the K-BIT Composite and the Woodcock-Johnson Revised Tests of Achievement (WJ-R ACH) and those identified by the WISC-III full scale IQ and the WJ-R ACH. Results suggest that diagnostic precision can be maintained and time may be saved by utilizing a brief ability measure (K-BIT) as a substitute for a comprehensive ability measure (WISC-III) in the re-evaluation process of students with learning disability. (Contains 16 tables and 29 references.) (Author/DB)

ED 385 960 EC 304 138

facilities, transportation facilities, and transportation vehicles by individuals with disabilities, under the Americans with Disabilities Act of 1990. These guidelines are to be applied during building design, construction, and alteration. Part 1 offers detailed facility specifications, which include diagrams, for: space allowance and reach ranges, accessible route, protruding objects, ground and floor surfaces, parking and passenger loading zones, curb ramps, stairs, elevators, wheelchair lifts, window and doors, entrances, drinking fountains, water closets, toilet stalls and urinals, lavatories and mirrors, bathtubs and shower rooms, sinks, storage, handrails, controls and operating mechanisms, alarms, detectable warnings, signage, telephones, fixed or built-in seating, assembly areas, dressing rooms, restaurants and cafeterias, medical care facilities, and libraries. An appendix to Part 1 contains materials of an advisory nature and provides information to explain minimum requirements of the guidelines. Part 2 covers the following types of vehicles: buses, vans, rapid rail vehicles, light rail vehicles, commuter rail cars, intercity rail cars, and over-the-road buses. (SW)

ED 385 978   EC 304 174

Robey, Elaine; And Others
Studies of Special Education Administrative Involvement in Computer Implementation. Final Report--Phase II.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 91
NOTE- 143p.; For Phase I report, see ED 324 837.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Role; Case Studies; *Computer Assisted Instruction; Computer Software; *Computer Uses in Education; *Disabilities; Elementary Secondary Education; School Districts; *Special Education; Technological Advancement

This second phase of a project to promote adoption of new educational technology by special education administrators includes three case studies conducted in eastern U.S. school districts. Information was gathered on activities and perspectives of special education administrators concerning technology, technology implementation in the district, and the use of computer technology in special education. Surveys generated information on demographics of the school district and the local schools and on hardware and software used by the school districts. Interviews were conducted with special education administrators, computer coordinators, and teachers involved with computer use, as were observations regarding computer usage. Survey results for the three school districts are presented, including demographics, key staff involved, planning and evaluation of new programs using technology, special education planning and evaluation, provisions for training and technical assistance, hardware and software selection and use, and alternative uses of computers. In addition to an analysis of the survey results, administrator guidelines are presented for integrating computer technology into special education programs. Study questionnaires are appended. (SW)

ED 385 979   EC 304 177

Farquharson, Patrice E.

Education; *Technological Advancement; Technology Transfer; Transportation; Wheelchairs
IDENTIFIERS- Access to Computers

This proceedings document contains approximately 250 papers and posters presented at a conference on the advancement of rehabilitation and assistive technology. Individual sessions included the following topics: augmentative and alternative communication, personal transportation, technology transfer, service delivery and public policy, computer applications, quantitative functional assessment, manual and powered wheelchairs, computer applications, robotics, rural rehabilitation, seating, aging, robotics, special education, human factors in computer access, functional electrical stimulation exercise, prosthetics and orthotics, information networking, computer interface techniques, and sensory aids. Additional invited papers or presentations at poster sessions covered wheeled mobility and seating, service delivery, rural rehabilitation, robotics, augmentative and alternative communication, technology transfer, sensory aids, motor coordination, and information networking. Additionally, the six winning papers of the Easter Seal student design competition are included. Proceedings papers typically include an abstract, text, illustrations or graphs, address of the principal investigator, and references. (DB)

ED 385 997 EC 304 199

Presperin, Jessica J., Ed.
Technology for the Nineties. RESNA '91: Proceedings of the Annual Conference (14th, Kansas City, Missouri, June 21-26, 1991).
PUB DATE- 91
NOTE- 456p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); Clinical Diagnosis; Communication Aids (for Disabled); Computer Oriented Programs; Delivery Systems; *Disabilities; Electronic Equipment; Elementary Secondary Education; Evaluation Methods; Gerontology; Information Dissemination; Input Output Devices; Language Processing; Medical Services; Mobility Aids; *Physical Disabilities; Physical Mobility; *Rehabilitation; Robotics; Rural Areas; Sensory Aids; Special Education; *Technological Advancement; Technology Transfer
IDENTIFIERS- Speech Technology

This proceedings document contains approximately 150 papers and 50 poster sessions presented at a conference on the advancement of rehabilitation and assistive technology. Individual sessions focused on the following topics: gerontology, robotics, technology transfer, sensory aids, computer applications, information dissemination, service delivery models, language processing, quantitative assessment, mobility and seating, rural settings, design issues, special education, clinical issues, functional electrical stimulation, job accommodations, and speech technology. Poster sessions dealt with mobility and seating, augmentative and alternative communication and functional electrical stimulation, service delivery, and technology transfer. Additionally, the five winning papers of the Easter Seal student design competition are included. Proceedings papers typically include an abstract, text, illustrations or graphs, address of the principal investigator, and references. (DB) specific classification and criteria used for it; and notes on which Part B categories are used, modified, or omitted. (SW)

ED 386 016 EC 304 219

Kupper, Lisa, Ed.
Planning for Inclusion.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Change; Educational Legislation; *Educational Practices; Elementary Secondary Education; Federal Legislation; Guidelines; *Inclusive Schools; *Information Sources; Mainstreaming; *Resource Materials
IDENTIFIERS- Individuals with Disabilities Education Act

This news digest provides an annotated bibliography on resources about inclusion of children with disabilities in general education classrooms. An introductory section on inclusion considers: definitions of inclusion and mainstreaming, provisions of the Individuals with Disabilities Education Act which provide the legal basis for inclusion, issues in the debate on inclusion and reform initiatives, and 12 factors critical to establishing successful inclusionary practices and programs. The annotated bibliography lists resources published between 1991 and 1995 and includes: bibliographies and directories of print, video, and organizational resources on inclusion; policy resources which provide discussions of such issues as beliefs about inclusion, legal and financial matters, accountability, and school restructuring; and "how to" resources which provide information about general inclusion issues or focus on specific issues such as teacher collaboration and curricular adaptation. A list of publishers' addresses and telephone numbers is also provided. (Contains 22 references.) (SW)

ED 386 017 EC 304 220

Aefsky, Fern
Inclusion Confusion: A Guide to Educating Students with Exceptional Needs.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Compliance (Legal); Court Litigation; *Disabilities; Educational Change; Educational Finance; Educational Legislation; *Educational Practices; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Mainstreaming; Models; Parent Participation; Parent School Relationship; *Program Development; Program Implementation; School Restructuring; *Teaching Methods; Teamwork

Association Conference (Nashville, TN, November 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Curriculum; Parent Attitudes; Questionnaires; *Second Language Instruction; Spanish; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Foreign Language Experience Programs; Knox County Schools TN; *Total Physical Response

This paper presents results of a tri-level evaluation of an ongoing elementary school second language Foreign Language Experience (FLEX) program and explores the potential efficacy of such a program as viewed by the learners, their parents, and the regular classroom teachers. The program was begun in Spring 1982 in kindergarten and first grade in Knox County, Tennessee; instructors were graduate foreign language education students trained in James Asher's (1977) the Total Physical Response (TPR) method of language instruction for Spanish. Students received instruction for 30 minutes, 2 times per week. In the Fall of 1982, the program was moved to another school to include kindergarten through grade 5; it is now practiced in 9 different elementary schools although this evaluation was done in only 5 schools. Evaluation was by three controlled response and partially open-ended response one-page questionnaires received from 405 students, 239 parents, and 18 teachers. Parent/guardian support was overwhelmingly favorable, children reported enjoying the program, and teachers were also pleased with results. The FLEX Curriculum and a sample student questionnaire, parent questionnaire, and evaluation of student in the FLEX program are appended. (Contains 11 references.) (NAV)

ED 386 038 FL 023 197

Best Practices in Preparing Early Childhood Educators To Work with Second Language Speaking Youth and Adults.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Early Childhood Education; *English (Second Language); *Inservice Teacher Education; *Limited English Speaking; Second Language Instruction; Second Language Learning
IDENTIFIERS- *California

This guide includes practices used by 30 regional leaders in California to train early childhood educators to work with limited-English-speaking youth and adults. The three regional leaders were charged with providing 16 hours of training to at least five of their peers over a 12-month period and examining the policies of their institutions in the areas of recruitment, assessment, placement, counseling, and coordinating services. The text highlights the practices that the 30 regional leaders found to be effective in the areas of team building, building trust, developing commitment, dealing with conflict, developing insight into personal bias, assessing language proficiency, providing comprehensible instruction in English, and institutionalizing practices. Instruction used a fictitious culture, Aabian culture, to develop like feelings of difference from others. Sections of the text include team building, trust corpus are noted. Finally, advantages and constraints of use in secondary level instruction are outlined. The primary advantage is seen as the concordancer's potential role in student empowerment and as a tool for autonomous and advanced learning. Constraints identified include cost, limited space for computers, classroom time limitations, and need for change in student and teacher attitudes toward computers. It is concluded that concordancers can be useful at the secondary school level, with careful planning and appropriate teacher training. Contains 26 references. (MSE)

ED 386 057 FL 023 221

McNeill, Arthur
What Makes Authentic Materials Different? The Case of English Language Materials for Educational Television.
PUB DATE- 94
NOTE- 15p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Television; *English (Second Language); Foreign Countries; *Instructional Materials; Interviews; Material Development; Program Descriptions; Regional Dialects; Secondary Education; Second Language Instruction; *Teacher Attitudes
IDENTIFIERS- *Authentic Materials; Hong Kong

An experiment in the development of English language educational television programs for secondary schools in Hong Kong is reported. The programs feature samples of spontaneous English spoken by local Hong Kong personalities, all of whom speak English as a second language. Samples discussed here are taped interviews with a music recording executive and a fashion designer. The programs were shown to 50 secondary school teachers, who were asked which features they found appealing, how they perceived the quantity and level of new vocabulary introduced, whether the Hong Kong English used was acceptable, and whether they perceived instances of incorrect English. The study also analyzed one excerpt for lexical density, lexical variation, and new word density and compared with the same measures for a text intended for the same target group. Results of these analyses are reported. It is concluded that such materials can be useful, but must meet basic criteria: (1) use of real people whose lives and jobs are of genuine interest to the target audience, (2) use of fluent, though not necessarily error-free, English; (3) inclusion of a small portion of new vocabulary central to the topic; and (4) explanation of new language through visual context. Contains nine references. Excerpts from interviews are appended. (MSE)

ED 386 058 FL 023 222

Mueller, Annie
Action Research Contributes More to Teaching than Just Solving Discrete Problems in the Classroom.
PUB DATE- 94
NOTE- 17p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

EDRS Price- MF16/PC75 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; College Students; College Transfer Students; *Enrollment; Graduate Study; Higher Education; *In State Students; *Out of State Students; Part Time Students; Place of Residence; Residential Patterns; School Demography; *School Statistics; School Surveys; State Universities; Undergraduate Study
IDENTIFIERS- New York; *State University of New York

This three-volume report presents the results of the annual survey of the geographic origins, or permanent residences, of students attending institutions of the State University of New York (SUNY) during the Fall 1994 term. The first volume summarizes: (1) the distribution of all credit course students by load (full-time/part-time), level (undergraduate/graduate), residency, and relative distance measures of New York State residents; (2) the origins of new (first-time and transfer) undergraduate students; (3) each institution's enrollment by level, load, and history (first time/transfer), and permanent residence; and (4) data on the total State University system as well as the institutions by type. Volume 2 provides enrollment data for each New York State county, permanent residences of students from outside of New York State broken out by standard geographic regions, percent distribution of fall undergraduate and graduate credit course students in terms of institutional totals distributed across the four New York State Planning Regions and regional totals distributed across institutions, percent distribution of all first-time full-time and transfer undergraduate students in terms of institutional totals, and percent distribution of transfer undergraduate students in terms of institutional totals. Volume 3 displays data on trends in geographic origins from 1959 through 1994, by individual institution and institutional type, including 7-year trends in the New York origins of full-time first-time students for each SUNY institution or institution type. (JDD/JB)

ED 386 078 HE 028 480

Campbell, Will D.
The Stem of Jesse. The Costs of Community at a 1960s Southern School.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Students; *College Desegregation; Educational Change; Educational History; Higher Education; Political Attitudes; Racial Discrimination; Racial Integration; Racial Relations; Regional Attitudes; Religious Conflict; Religious Cultural Groups; Religious Factors; *School Community Relationship; Social Change
IDENTIFIERS- *1960s; Georgia; *Mercer University GA; Southern Baptists

This book recounts the 1960's struggle of Mercer University, a historic Southern Baptist university in Georgia, to confront racism and cultural change. The account focuses on Sam Oni, an African and the first black student admitted to Mercer. Oni was also a Southern Baptist, a product of Mercer missionaries to Africa. In a pivotal incident when he was a student, Oni was denied entrance to the Southern Baptist church on the Mercer campus. In 21 chapters the narrative shares the views of key players in the events including local judges, university organized a demonstration the first day of fall semester to protest racial discrimination at San Jose State. He demanded that the administration meet nine demands or the black football players would prevent the opening of the football season by refusing to play. The next day many students and faculty admitted to the media that large-scale racial discrimination occurred at San Jose State. While the campus grappled with the issues in meetings that week, outside groups announced plans to attend the game and disrupt it. The president of the university canceled the game. These events led to public discussion throughout California. The incident can be seen as a prelude to campus activism by African Americans. The next year, Tommie Smith and John Carlos raised clenched fists on the Olympic victory stand to protest racial discrimination in the United States. Both were San Jose State students. (JB)

ED 386 096 HE 028 498

Dresser, David L.
Eisenhower College: The Life and Death of a Living Memorial.
PUB DATE- 95
NOTE- 799p.; Foreword by Susan Eisenhower.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Case Studies; College Administration; Educational Finance; *Educational History; Higher Education; Institutional Research
IDENTIFIERS- *Eisenhower College NY; Rochester Institute of Technology NY

This volume traces the history of Eisenhower College (New York) from its inception in 1961 to its chartering in 1965, its opening in 1968, its first commencement in 1972, its near closure in 1974, its acquisition by Rochester Institute of Technology (RIT) in 1979, its eventual closure in 1983, and the aftermath. The history in case study format is presented in the first seven chapters. Eisenhower College was founded by a group of central New Yorkers who interested President Eisenhower in a small, liberal arts college as a living memorial. It attracted an outstanding faculty and became well known and highly respected for its unique general education program of world studies. Unfortunately the college was under funded from the beginning. An initial $5 million was appropriated by Congress to begin the school. This sum proved to be inadequate and a $9 million congressional grant approved in 1974 came too late. Although RIT tried to revive the college, it was ultimately unable to do so. The final chapter is an analysis of what went wrong and a synthesis of the lessons to be learned. Appendixes list the founders, the trustees and overseers, and graduates. An index is included. (Contains 550 references.) (JB)

ED 386 097 HE 028 505

Blanchette, Cornelia M.; And Others
Student Financial Aid. Data Not Fully Utilized To Identify Inappropriately Awarded Loans and Grants. Report to the Ranking Minority Member, Permanent Subcommittee on Investigations, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- Jul 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

1989-1990. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Age Differences; *Educational Trends; Employment; *Enrollment; Full Time Students; Higher Education; Longitudinal Studies; *Part Time Students; Postsecondary Education; Proprietary Schools; Racial Differences; Sex Differences; *Socioeconomic Influences; Student Financial Aid; Tuition; Two Year Colleges; *Undergraduate Students; Universities
IDENTIFIERS- *National Postsecondary Student Aid Study

This report uses data from the 1989-90 National Postsecondary Student Aid Study (NPSAS:90) to describe the population of part-time undergraduates who were enrolled in postsecondary education in the United States during the 1989-90 academic year. It examined: (1) how enrollment status varied with a range of student and attendance characteristics; (2) differences in the composition of the part-time and full-time student population; (3) the grades earned by part-time undergraduates and the length of time they were enrolled in 1989-90; and (4) tuition costs and receipt of financial aid among part-time undergraduates. The report found that from 1970 to 1990, the number of part-time undergraduates more than doubled while full-time enrollment increased by one-third. It also found that half of all undergraduates in postsecondary education in 1989-90 were enrolled full time throughout their enrollment during the year; 36 percent were enrolled exclusively part time; and the remaining 14 percent changed their enrollment status during the year. Other significant findings are presented. Two appendixes contain a glossary and a description of the NPSAS's methodology and statistical procedures. (MDM)

ED 386 118 HE 028 526

Dudgeon, Carolyn; And Others
PHE Scholars Program Essays, 1995: Creating and Sustaining Learning Communities.
PUB DATE- 27 Jul 95
NOTE- 31p.; Programs for Higher Education Scholars Program Essays, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Collected Works - General (020)
DESCRIPTORS- *Classroom Environment; College Instruction; *Community; Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Educational Attitudes; *Educational Trends; Higher Education; *Learning; Lifelong Learning; Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Learning Communities

These three essays focus on the creation and sustenance of learning communities among students and instructors at the college and university level. The essays are: (1) "Creating and Sustaining Learning Communities" (Carolyn Dudgeon), which emphasizes a seamless educational continuum for lifelong learners in a collaborative, caring environment that

Pretests Posttests; Secondary Education; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- *Steering (Automotive); *Suspension Systems (Automotive)

This instructor's guide contains materials for teaching the steering and suspension specialist component of a competency-based instructional program for students preparing for employment in the automotive service trade. It is based on National Institute of Automotive Service Excellence task lists. The six instructional units contain materials designed to teach students to perform prealignment inspections, adjust wheel alignment, and service the following: tapered roller wheel bearings, steering systems, front suspension systems, and rear suspension systems. Each unit includes the following: performance objectives, suggested activities, pretests, information sheets, assignment sheets, job sheets and their practical tests, written tests, and answers to all tests and assignments. Some units also include handouts, supplements, transparency masters, and activity sheets. Transparency masters, handouts, pretests, practical tests, and written tests are included in the instructor edition only. All unit components focus on measurable and observable learning outcomes, and all units incorporate activities to help students master basic skills required for the workplace. In addition, each unit includes information on the following: using the materials for independent study, amounts of material to cover in single class periods, skills that must be demonstrated, supplies/equipment needed, amounts of class time required for demonstrations and student practice, supplementary materials to order, and resource people to contact. A basic skills matrix correlates competencies and skills. (MN)

ED 385 679 CE 068 519

Engine Performance Specialist. Instructor's Manual. Automotive Service Series.
PUB DATE- 95
NOTE- 1,081p.; For other documents in the series, see ED 310 278 and CE 068 513-518.
LANGUAGE- English
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Competency Based Education; *Electronics; *Engines; Instructional Materials; Integrated Curriculum; Learning Activities; Learning Modules; Postsecondary Education; Power Technology; Secondary Education; State Curriculum Guides; Student Evaluation; Trade and Industrial Education

This curriculum guide is one of a series automotive service specialty publications that continues students' training in the automotive service trade by providing instruction in the engine performance specialty. It is based on the National Institute of Automotive Service Excellence task lists. Each of the 16 units includes some or all of the basic components of a unit of instruction: objective sheet, instructor's guide, information sheets, instructional supplement, assignment sheets, job sheets, written test, answers to assignment sheets and test, transparency masters, learning activity package (LAP) sheets, handouts, and other required media. The instructor's manual contains the following: curriculum and duty/task crosswalk; basic skills documentation matrix; suggested videos; one set per unit of instructor's guide, answers, and test code sheets; and instructional supplement that provides strategies for implementation in San Diego and Minneapolis. Chapter IV explores the experiences of institutions in these two cities to determine the extent to which the model has promoted changes in general perspective, patterns of programming, and resource allocation among schools, postsecondary institutions, the employment and training system, and employers. It draws lessons from this experience that should be useful for program planners, administrators, and practitioners. Chapter V recommends that federal actions should include advocacy, redirection of funding, regulatory reform, and capacity building and state actions should include a state strategy, redirection of existing resources, and capacity building. Appendixes include an overview of key elements of the existing system, and local documentation. Contains 35 references. (YLB)

ED 385 697 CE 069 559

Zahn, Ingrid
Women in Germany. BASIS-INFO 13-1995. Social Policy.
PUB DATE- Jun 95
NOTE- 22p.; Translated by John England.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Education; Comparable Worth; *Employed Women; Employment Practices; Equal Opportunities (Jobs); Foreign Countries; Salary Wage Differentials; Self Employment; Sex Discrimination; *Sex Fairness; Unemployment; *Womens Education
IDENTIFIERS- *Germany

Young women perceive themselves today as equally entitled, active citizens of society. Women's interest in helping to shape politics and society has grown. The German Women's Council, an umbrella organization of about 100 German women's associations, commemorates this year the 100th anniversary of the death of Louise Otto-Peters, the founder of the first General Women's Association in 1865. The demand for equal rights is still very topical 130 years later. Women's legal status has improved slowly. Concrete steps have been the reform of the divorce law, the right to a child-upbringing holiday, and reform of the pension law. The Second Equal Rights Act in force since September 1994, which embodies important improvements for women in work and society, is a substantial advance. In-school and vocational training has become a taken-for-granted part of female life. However, women continue to have disproportionately smaller shares of senior positions in federal authorities. Fewer women are self-employed. They earn less than men and have more part-time positions and a higher unemployment rate. On the other hand, the Maternity Protection Act provides protection for pregnant working women and the Marriage Act reform of 1977 has improved the situation of the nonworking wife through pension equalization. The phrase "poverty is female" is increasingly losing its bite because of better legislation. (YLB)

ED 385 698 CE 069 566

Potentials and Possibilities. Home Economics High School Competency Based Curriculum Guide.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Adult and Occupational Education.
PUB DATE- 94
NOTE- 461p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.

DESCRIPTORS- Academic Education; Academic Standards; Adult Education; *Adult Students; Articulation (Education); *Change Strategies; Cooperative Planning; *Educational Change; *Educational Needs; *Educational Opportunities; Educational Policy; Educational Strategies; Education Work Relationship; Financial Support; Foreign Countries; General Education; Innovation; *Lifelong Learning; Open Universities; Policy Formation; Position Papers; Postsecondary Education; Program Improvement; School Business Relationship; Strategic Planning; Systems Approach; Vocational Education
IDENTIFIERS- National Vocational Qualifications (England); Quality Assurance; *United Kingdom

The United Kingdom must invest in a comprehensive system of post-18 education that is broadly inclusive and that offers a broad range of educational opportunities to meet the needs of both the increasing numbers of 16-year-olds choosing to pursue postsecondary education and the many older individuals needing additional education throughout their adult lives. Creating the required spectrum of post-18 learning will necessitate the following actions: (1) meeting the growing demand for employees capable of making their own creative responses to problems/assignments rather than relying on instructions; (2) shifting the balance of courses toward a broader education applying intellectual skills to practical issues; (3) allowing local colleges to make a greater contribution to the spectrum of post-18 learning through programs of applied learning designed in collaboration with local employers; (4) varying patterns of study to meet individual learners' circumstances and learning preferences; (5) developing policy, funding mechanisms, and quality assurance arrangements and criteria for advancement in universities that reinforce the standing of teaching and learning; (6) reflecting teaching's priority in a substantial program of research and development about modern learning; and (7) determining how the cost of higher education should be shared by government, employers, individuals, and their families. (MN)

ED 385 716 CE 069 616

Towards a Partnership. The Humanities for the Working World.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; College Role; *Educational Benefits; Educational Change; Educational Needs; Educational Objectives; *Education Work Relationship; *Employment Qualifications; Foreign Countries; Higher Education; *Humanities; Labor Force Development; Partnerships in Education; Position Papers; *Relevance (Education); *School Business Relationship
IDENTIFIERS- *United Kingdom

Humanities departments at higher education (HE) institutions throughout the United Kingdom must determine what business expects of the humanities, devise strategies to improve understanding of the objectives and contribution of HE in the humanities, and develop language and standards that will enable members of the academic and business communities to evaluate and improve the relationship between humanities education and the working world. Nearly 20,000 individuals, including many mature students, graduate from humanities programs in the United Kingdom each year. Humanities programs can broaden same format. Each chapter begins with a set of introductory comments that provide a rationale for the content; lesson suggestions and teaching notes follow. These chapters deal with the following topics: working knowledge; skills and work design; teachers working with employers to develop the learning potential of work sites; social relations at work; occupational safety and health; the interrelation of work, desire, and leisure; unions as a way to solve problems by sticking together; self-assessment as a way to change circumstances and to change oneself; pay (compensation for work); getting a job; and images of the future and future work. An index is appended. (YLB)

ED 385 734　　　CE 069 642

Lakes, Richard D., Ed.
Critical Education for Work: Multidisciplinary Approaches. Social and Policy Issues in Education: The David C. Anchin Series.
PUB DATE- 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Career Education; *Critical Thinking; Democracy; *Educational Change; *Education Work Relationship; Females; Participative Decision Making; Postsecondary Education; Sex Discrimination; *Sex Fairness; *Social Problems; Vocational Education
IDENTIFIERS- *Critical Pedagogy; *Empowerment

This book expands the meaning of today's education for work by offering five multidisciplinary approaches--school-to-work transitions, gender equity, labor education, economic democracy, and vocational education--revealing the complexities of personal, social, and cultural transformation. "Critical Education for Work" (Richard D. Lakes) is an introduction. "School-to-Work Transitions: The Social Context of 'First Jobs'" (Richard D. Lakes, Kathryn M. Borman) presents an overview of impediments to labor market success for high school graduates entering the work world. "The 'Literacy Myth' at Work: The Role of Print Literacy in School-to-Work Transitions" (Sheryl G. Gowen) discusses literacy as workers' "know-how": knowledge learned through action rather than from print. "Gender Equity and Empowerment in Vocational Education" (Penny L. Burge, Steven M. Culver) provides an overview of major elements in labor market segregation by gender. "Women's Workplace Equity" (Patricia A. Carter) offers a feminist view on workplace equity issues. "The Right to Organize: Implications for Preparing Students for Work" (Dennis R. Herschbach) presents a critical pedagogy perspective for the study of worker empowerment through collective bargaining. "Work Education for the Next Century: Beyond Skills Training" (Maria-Luz D. Samper, Richard D. Lakes) examines Freirean literacy as a means to achieve workers' empowerment. "Is This Workplace Democracy? Education and Labor in Postindustrial America" (Richard D. Lakes) charges that current education reform efforts fail to account for democratic work redesigns that include shared enterprise governance. "Business and Democracy: Implications for Education" (Frank T. Adams, Gary B. Hansen) describes the educational processes of workers' self management in cooperative firms. "Critical Pedagogy and Vocational Education: A Search for New Metaphors" (Marsha L. Rehm) examines and critiques negative metaphors predominant in discussions about the role of vocational education in society. "From Critical Theory to Critical Practice: Transformative

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; *Competency Based Education; Engines; Entry Workers; Job Skills; Learning Activities; Motor Vehicles; Secondary Education; State Curriculum Guides; Student Evaluation; Units of Study; Vocational Education
IDENTIFIERS- Maine

This curriculum guide is designed to assist instructors in the development and implementation of a comprehensive, competency-based automotive curriculum. It contains an instructional unit for each task listed on the enclosed job analysis or DACUM (Developing a Curriculum) chart. These units include introduction, performance objectives, suggested implementation strategies or student learning activities, evaluation standard, resources, and special notes. These units are grouped under the duty to which they pertain. The curriculum consists of these 14 duties: perform scheduled maintenance functions; conduct exhaust system functions; conduct engine cooling system functions; conduct brake functions; conduct body component functions; conduct steering/suspension system functions; conduct electrical system functions; conduct accessory system functions; conduct air conditioning/heating system functions; conduct engine mechanical functions; conduct emissions system functions; conduct fuel system functions; conduct manual drive train component functions; and conduct automatic drive train component functions. Four to 14 tasks are contained in each duty. (YLB)

ED 385 753 CE 069 679

Rominger, Duane A.; Dillon, Brenda M.
The 1995 Public Hearings of the State Council. Full Report.
PUB DATE- Aug 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Change; Educational Legislation; Educational Policy; Educational Research; *Education Work Relationship; Federal Legislation; *Futures (of Society); Postsecondary Education; Public Opinion; Secondary Education; *Special Needs Students; State Programs; Statewide Planning; *Student Participation; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Minnesota

This report presents the opinions of the public on aspects of vocational and technical education in Minnesota as expressed in two public hearings. The report begins with an introduction that states the purpose of the public hearings and describes the format of the two meetings--one in the Twin Cities and one in Duluth. The following section is a compilation of comments from those hearings. These comments are grouped into the following questions that were addressed: the current and future state of secondary vocational education; the current and future state of postsecondary vocational education; strategies for developing an education and employment transitions system in Minnesota; the success of the 1990 Carl D. Perkins Act in increasing the participation of students from special populations in vocational education; and the future role of the State Council with respect to vocational and technical education research, evaluation, and policy analysis. After literacy project conducted from June 1993 through June 1995, the center offered workplace literacy instruction to 96 retail division cashiers at 6 stores. Forty-eight retail employees took advantage of the program and participated in learning modules/workshops on such topics as mathematics, keyboarding, reading, interpersonal skills, retail education needs, leadership, self-esteem, walking in two worlds, maintaining a drug-free workplace, and speed reading. Each of following services was also provided to between 4 and 48 participants: self-evaluation, testing, career assessment, child care, and transportation. An evaluation of the workplace literacy project established that it had tremendous potential but experienced limitations in both design and cooperation among the parties involved. Staff dedication to project participants was identified as the project's greatest strength. Lack of coordination and program objectives that could not be realistically pursued within the project's time frame (including the achievement of passing scores on General Educational Development Tests and job advancement) were deemed its main weaknesses. (MN)

ED 385 771 CE 069 729

Vocational Training in the European Community: Challenges and Future Outlook. Follow-up to the Commission Memorandum on Vocational Training in the European Community in the 1990s. Education, Training, Youth Studies No. 3.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Change Strategies; Cooperative Planning; Delivery Systems; *Educational Attitudes; *Educational Change; Educational Needs; Educational Objectives; Educational Planning; Educational Practices; Educational Trends; Foreign Countries; Futures (of Society); Government School Relationship; *International Cooperation; International Organizations; Needs Assessment; *Position Papers; *Strategic Planning; Synthesis; Teaching Methods; *Vocational Education
IDENTIFIERS- *European Community

This document contains a summary of the European Community (EC) Task Force for Human Resources, Education, Training and Youth's reactions to a 1991 memorandum on vocational training in the EC in the 1990s. The memorandum was issued by the Commission of the European Communities to initiate broad debate within and among EC member nations. A third-party analysis of EC members' responses to the memorandum is also provided. Included in the summary of task force observations are the following: summary of the process of discussing/debating the memorandum within and among the individual EC member nations, discussion of fundamental themes emerging from the debate, list of points of consensus among individual EC members, and possible courses of action emerging from the debate. The report of the third-party analysis, which constitutes the majority of the document, explains the method used to conduct the analysis and identifies issues in vocational training and EC members' procedures regarding anticipating needs, responding to new needs, planning/delivering initial and continuing training, assuming responsibility for vocational training at the national level, providing access, and meeting expectations. Appended are a list of the documents examined and the analytical grid of national contributions that was used to conduct the analysis. (MN)

SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; Correctional Institutions; Delinquency; Delinquent Rehabilitation; Delivery Systems; *Juvenile Courts; *Juvenile Justice; Laws; State Action; State Programs; Systems Development; *Youth Problems
IDENTIFIERS- *Indiana

The Indiana juvenile justice system is charged with intervening on behalf of youthful offenders for the purposes of providing care, treatment, protection, or rehabilitation. This report provides an overview of the state's juvenile justice system, which has fallen under widespread criticism for many years. The following issues are identified: data reliability; problems with detention; jurisdiction; funding and resources; placement; serious juvenile offenders; prevention programs; and poor coordination of services. Recent efforts to improve the juvenile justice system in Indiana are described, such as the establishment of various committees to analyze and recommend improvements in the areas of: (1) policy; (2) fiscal issues; (3) legal issues; (4) prevention; (5) coordination; and (6) delivery of services. State-level reforms also included taking measures in social services, funding efforts, residential placement practices, and statistical data collection. Actions taken at the federal level are then outlined. Contains 75 notes. (JE)

ED 385 790 CG 026 294

Yazak, Sharon; And Others
Transition and Self-Advocacy: Experiences and Perspectives.
PUB DATE- Oct 94
NOTE- 26p.; Paper presented at the Annual Conference of the Association of Special Programs in Region Eight (18th, Billings, MT, October 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Assertiveness; *Career Choice; *Career Counseling; Career Development; *Disabilities; Elementary Secondary Education; Postsecondary Education; *Special Needs Students; *Transitional Programs
IDENTIFIERS- *School to Work Transition; *Self Advocacy

An overview of academic matriculation with an emphasis on specific skills, concepts, and applications that can be used to develop an appreciation of success in higher education is presented. By defining the student as the center of planning, techniques are provided to translate ideas and abstract thought to real-world applications. Recommendations for transition and self-advocacy give individuals a framework for developing a map that, as clearly as is possible for the individual, can be used to measure changes in the process of transition. Proven techniques for survival in higher education are presented. (Author/JE)

ED 385 791 CG 026 295

Moore, Kristin, Comp.; And Others
Facts at a Glance: Report on 1992 Data on Teen Fertility in the

initiatives sought to: (1) increase skills of mentors in four middle schools; (2) increase parental involvement; (3) improve youths' self esteem, relationships, and drug, alcohol, and tobacco refusal skills; and (4) strengthen youths' study skills and academic achievement. A pretest-posttest comparison group evaluation found positive outcomes. The teacher-mentor component was the program's major strength. Future studies should focus greater emphasis on qualitative evaluation useful in documenting some of the real but elusive changes which were not captured by the quantitative data. (JBJ)

ED 385 812 CG 026 404

Campos Monteiro, Julieta M.; And Others
An Ethnographic Study of the Kids on the Streets of Fortaleza, Brazil: Family, School, Peer and Community Life, Self-Concept.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Early Adolescents; *Ethnography; Foreign Countries; Homeless People; Participant Observation; *Poverty; Poverty Programs; Preadolescents; Qualitative Research; Triangulation
IDENTIFIERS- Autophotography; *Brazil

Depiction of the problem of children living in the streets in third world countries emphasizes the extent to which they are victims (as statistics have shown them as numbers on the streets or killed by "death squads") or victimizers who affect an economy (e.g., by robbing tourists). Both descriptions suggest that one-dimensional portrait of the street kid as a burden to society (Campos Monteiro & Dollinger, 1995). This ethnographic study explored and described the life experiences of a purposive sampling of the kids on the streets (kids temporarily on the streets) as opposed to street kids (kids permanently in the streets) of Fortaleza, Ceara, Brazil with regard to their family, school, peers, community experiences, and self-concept. The perceptions of the participants concerning their life experiences as kids on the streets of Fortaleza provided the information for this investigation. Such perceptions were collected through interviews and by examining pictures taken by them to answer the question "Who are you?" Ziller's (1990) technique of autophotography. Qualitatively analyzed (using triangulation method), the content form the interview and pictures of 20 kids on the streets who were participating in a preventive program in Fortaleza suggested impressions of their physical environment (including images of their poverty, street life, lack of boundaries); their social environment (implicating the collectivism of their culture and views of parents); and humanizing images of their occupational, sexual, and personal identities. (Author)

ED 385 813 CG 026 405

Subotnik, Rena F.; Arnold, Karen D.
Passing through the Gates: Career Establishment of Talented Women Scientists.
PUB DATE- 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-

and they demonstrated strategic reading development in various daily reading tasks and in a series of one-to-one interviews. Students also demonstrated growth as readers through an informal reading inventory. By the end of the year, the university educator was more in touch with the realities of day-to-day teaching and realized he had just begun to learn again what it means to teach. (RS)

ED 385 832 CS 012 236

VanSledright, Bruce A.
How Do Multiple Text Resources Influence Learning To Read American History in Fifth Grade?: NRRC Ongoing Research.
PUB DATE- Sep 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Environment; *Content Area Reading; Grade 5; *History Instruction; Intermediate Grades; Naturalistic Observation; Reading Research; *Student Attitudes; Textbook Research; Text Structure; *United States History
IDENTIFIERS- *Trade Books

A naturalistic study explored a classroom in which multiple history text resources were present and actively used by fifth-grade students. The teacher used the textbook and supplemented it with a wide assortment of trade books. Students worked in small groups of 3 to 5 students. Data included field notes of classroom observations and in-depth interviews of a sub-sample of the class (3 males and 3 females of average achievement) before and after their unit on English colonization in North America. Six themes or patterns emerged: (1) students opted to use the trade books first, found them more interesting and informative, and enjoyed reading them more than their textbook; (2) textbook authors did not give an account of where they had obtained the information they used to construct their historical renditions; (3) students frequently used an information-quantity criterion to judge the different types of books available in terms of the quality as well as the different perspectives and material presented; (4) emerging from the use of a variety of text sources were some indications that students found the author's point of view important in making judgments about a source's reliability; (5) reading from various accounts did not foster many questions or concerns; and (6) students did not specifically note differences between textbooks and trade books. Findings suggest that students enjoy trade books and, when possible, gravitate to them for research projects. (Contains 15 references.) (RS)

ED 385 833 CS 012 240

Putnam, Lillian R., Ed.
How To Become a Better Reading Teacher: Strategies for Assessment and Intervention.
PUB DATE- 96
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Uses in Education; *Decoding (Reading); *Dyslexia; Early Intervention; Elementary Education; *Evaluation Methods; High Risk Students; Informal Reading

4 categories: duration of journal writing assignments, student interest in them, student attitudes toward them, and advantages of them. Twenty-five teachers returned the survey. Results showed that journal writing is indeed beneficial to students and teachers. Teachers noted that: (1) journals should be implemented in a classroom because children do not get enough writing experiences; (2) journal writing allows everyone to respond and participate; (3) journal writing allows children to think while they write; and (4) journal writing helps to connect oral and written language. Those interested in incorporating journal writing into their lesson plans should provide positive feedback to children; develop a risk free environment; and invite students to write for a meaningful purpose and a genuine audience. (Contains nine references, one table, and a copy of the research survey.) (TB)

ED 385 850 CS 214 997

Oaks, Susan
Talking with One's Self: Reproducing Collaborative Writing Strategies in a Composition Course for Adult, Independent, Distance Learners.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; Computer Mediated Communication; *Cooperative Learning; *Distance Education; Higher Education; Independent Study; Journal Writing; Learning Strategies; Nontraditional Education; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Collaborative Writing; State University of New York Empire State Coll; Writing Contexts

Various authorities outline the benefits of collaboration in the form of classroom writing groups in learning certain writing skills. Collaboration promotes interaction, dialogue and negotiation between reader and writer. Whether the collaboration resides in interior dialogue or communal discourse or both, collaborative discourse can enable the student to gather a more objective perspective on the meaning and structure of his/her writing. The question for State University of New York (SUNY) Empire State College's Center for Distance Learning became, "How can collaborative learning strategies be implemented successfully in a guided independent study course in writing for adult students?" The answer involved three important strategies to help students at a distance develop the type of critical discourse that occurs through collaborative writing groups: (1) use of a structured learning journal (one in which students are given specific questions to lead them to an essay-form production); (2) a course structure with revision and repetition of the writing process in different contexts built in; and (3) clear criteria for evaluation. The structured learning journal reproduces all except one of these functions of collaborative writing; it reproduces the "directive" function least well. However, a series of learning journal questions that coordinate with required essays can help students generalize writing concepts and processes by offering them the chance to ask the same critical questions about different texts within different approach. Pearce argues that the adoption of a cosmopolitan style, which stresses coordination among various viewpoints rather than bringing viewpoints into line with one another, will result in better communication processes. This paper discusses the implications of adopting such a communication style for a person who professes evangelical Christianity and who desires to being others into a relationship with Christ. Rather than seeing cosmopolitan communication as excluding the possibility of evangelism, it is argued that evangelism might include the characteristics of cosmopolitan communication. (Contains 3 figures and 10 references). (Author/PA)

ED 385 869   CS 508 996

Hopson, Carol S.
Mentoring New Administrators.
PUB DATE- 7 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *College Administration; Higher Education; *Leadership; *Mentors; *Professional Development; Sex Bias
IDENTIFIERS- Louisiana; *Protege Mentor Relationship

An administrator had a unique opportunity to participate in the founding of a Louisiana college by becoming the Vice President for Academic Affairs. Because many of the new staff were not experienced in their positions, she found herself mentoring many young people at the same time. It was a role with which she was most comfortable, partly because she had been a speech communication teacher and partly because she had enjoyed positive relationships with older people in her profession. In addition to drawing on her own past, this administrator turned to Norma Carr-Fuffino's "The Promotable Woman," a book that offers advice about mentoring. Carr-Fuffino offers 12 ways a mentor can help a protege, among them: (1) teach, advise, counsel, coach, guide, and sponsor; (2) give insights into business; (3) serve as a sounding board for decision-making; (4) be a constructive critic; (5) provide information for career advancement; and (6) show how to move effectively through the system. This administrator faced a challenging task because while she had to guide young women in high positions, at the same time she had to reckon with the situation where these same women would be providing the leadership to much more traditional older men who were somewhat uncomfortable with women in high places. Her being a woman in a leadership position helped to convey the message that the job would be done in the most effective way possible--regardless of the age, gender, and race of the participants. (Contains a syllabus of a course on community college leadership.) (TB)

ED 385 870   CS 508 997

Pifer, R. Duane
Gender in Interpersonal Communication.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).

his students. (Contains nine references.) (RS)

ED 385 888 CS 509 021

Lynch, Patricia L.; And Others
Cooperative Learning in Communication Courses.
PUB DATE- 23 Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Cultural Differences; Higher Education; *Interpersonal Communication; Lesson Plans; *Organizational Communication; *Research Methodology; Rhetorical Criticism; Rhetorical Theory; Sex Differences
IDENTIFIERS- *Communication Context

This paper presents 14 cooperative learning lesson plans and related handouts suitable for use in communication courses. The paper begins with 8 handouts that deal with objectives; criteria; differences between the old paradigm and the new paradigm based on cooperative learning; positive interdependences; group differences between cooperative learning and traditional learning; advantages of cooperative learning based on research results; the outline of the lesson plans; and evaluation options. The lesson plans in the paper focus on: (1) test taking; (2) studying by writing test questions; (3) identification of communication theories and skills in a story; (4) gender differences in interpersonal communication; (5) business and professional communication; (6) organizational models; (7) profiling an author; (8) using a "T-chart" to characterize trends in literature, theater, and music in the last 5 years; (9) multicultural communication; (10) multicultural simulation; (11) marketing rhetorical criticism; (12) rhetorical theory; (13) controversy in research methods; and (14) statistical imagery. Each lesson plan in the paper presents the task, activities, expected criteria for success, individual accountability, expected behaviors, and types of interdependence experienced. Contains 36 references. (RS)

ED 385 889 CS 509 026

Carter, Judy H.
Computers: The Unrealized Motivational and Credibility Factors for Speech Communication Educators.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Mediated Communication; *Computers; *Computer Uses in Education; Credibility; Higher Education; *Multimedia Instruction; *Speech Communication; *Student Motivation; Technological Advancement
IDENTIFIERS- *Technology Integration

Not only do computers offer rich motivational appeal with students, but they also boost speech communication professors' credibility. Research indicates that the use of multimedia

(150),Reports - Evaluative/Feasibility
(142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conflict Resolution; *Educational Environment; Elementary Secondary Education; Intervention; Organizational Climate; Problem Solving; *Program Development; *School Safety; Social Control; *Student Participation; Violence

Unsafe conditions in schools impede student learning. This paper describes how an effective conflict-management program can help to create a safe school environment. Such a program should be considered essential to an overall school-safety plan, not regarded as an adjunct to the plan. An effective conflict-management program gives students a feeling of true ownership; utilizes a proactive approach based on a shared vision; and focuses on the problem, rather than a person's character. The program relies on student input, which can take the form of student-run courts, and promotes school pride, which can be developed through an orientation program. Five keys for establishing a conflict-management program are: (1) procure faculty support and involvement; (2) select student leaders from all groups to serve as conflict managers; (3) provide comprehensive, hands-on training; (4) conduct regular supervision and evaluation; and (5) designate a dynamic and public-relations-oriented director. Common obstacles include a lack of respect, the abuse of class time, and the lack of adequate supervision. Steps in initiating a conflict-management program include conducting a needs-assessment survey, a faculty presentation, training, school education, and an opening day. (LMI)

ED 385 906 EA 026 929

Levitt, Mary J.; And Others
Social Support Networks and Achievement: The Role of Network Member Attitudes.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary Education; Public Schools; *Reference Groups; Regression (Statistics); *Social Networks; *Social Support Groups; Social Theories; Student Attitudes

This paper presents findings of a study that examined the role of social networks in promoting or inhibiting student achievement. The study was based on the convoy model--a "convoy" is a dynamic, hierarchical structure of social relations that provide the individual with a supportive base from which to develop personal competencies. The premise of the study was that academic achievement would be related positively to the amount of social support provided by social-network members (if those persons providing support also held positive attitudes toward school achievement). Data were obtained through: (1) interviews with 63 children in grades 2 and 5 at a Dade County (Florida) public elementary school; (2) parent questionnaires; (3) a survey of students identified by the 63 children as their friends; and (4) analysis of student grade-point averages

Education; Politics of Education; *Population Trends; State Action; *State Legislation; *Statewide Planning
IDENTIFIERS- *Florida

Florida's education system must creatively confront a number of challenges if it is to fulfill its obligation to the state's students. This paper presents an overview of challenges to the Florida school system in 1995, some of which include rising student enrollment, an increase in racial and ethnic minority populations, and a tax base that is failing to keep pace with growth. With regard to student performance, large numbers of high school graduates are not prepared for successful college work. However, Florida has one of the most equally distributed systems of public school funding in the country, the Florida Education Finance Program (FEFP). Although the overall fiscal health of the state remains strong, education has not benefitted because of an increasingly constrained state government revenue base and competition from other public-sector programs. In addition, a lawsuit has been filed that alleges inadequate funding in three areas: the additional fiscal burdens caused by rapidly increasing numbers of students who are expensive to educate; the state-mandated improvement and accountability plan (Blueprint 2000) that requires higher achievement levels; and underfunded, state-mandated transportation services. Other concerns are the maintenance of the fundamental equity of the state's funding formula and funding-formula changes that negatively affect special-needs students. Blueprint 2000, the statewide plan for school-based management, requires school-improvement plans, school-advisory councils, and school report cards. Another challenge is to focus attention on education in a state in which school-age children comprise only 16 percent of the population. (LMI)

ED 385 924   EA 026 950

Mitchell, Karen J.
Charting the Progress of New American Schools: Creating a School Reform Portfolio.
SPONS. AGENCY- New American Schools Development Corp.
PUB DATE- May 95
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Data Collection; *Educational Assessment; Educational Improvement; Educational Objectives; Elementary Secondary Education; Performance; *Portfolio Assessment; *Portfolios (Background Materials); Program Evaluation; School Restructuring; *Self Evaluation (Groups)
IDENTIFIERS- *New American Schools; New American Schools Development Corporation

Since 1992, the New American Schools Development Corporation (NASDC) has supported nine teams that developed designs for high-performance schools. This workbook is a guide developed for NASDC and for school-based reformers. It presents a framework for student and program evaluation called progress assessment. Chapters 2 through 5 provide suggestions, examples, and worksheets for evaluating school-reform programs. The progress-assessment framework is comprised of three steps: (1) specify program goals; (2) designate indicators of school change and program impact; and (3) define methods for data systemic educational planning in the SERVE states. (LMI)

ED 385 941 EA 026 970

Student Education Records and Confidentiality.
PUB DATE- Sep 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Confidentiality; *Confidential Records; *Disclosure; Elementary Secondary Education; *State Legislation; Student Evaluation; *Student Records; Student Rights
IDENTIFIERS- *Oregon

Significant changes in administration of student records for Oregon students occurred as the result of House Bill 2062, which became effective in November 1993. This publication provides help to Oregon school personnel and patrons in the proper handling of student records and confidentiality as affected by that bill and other Federal and state laws related to student records. The latest Oregon Revised Statutes (ORS) and Oregon Administrative Rules (OAR) are included in the initial distribution of this publication. Subsequent distributions will include sample board policies, sample procedures and forms, and an array of the most frequently asked questions and answers. (LMI)

ED 385 942 EA 026 974

Butler, E. Dean; Rakow, Jean
Sample Tennessee School Climate Profile.
PUB DATE- Jul 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; *Educational Environment; Elementary Secondary Education; Evaluation Criteria; Institutional Characteristics; *Institutional Evaluation; *Organizational Climate; Performance; Scaling; School Demography; *School Statistics
IDENTIFIERS- *Tennessee

The Tennessee School Climate Inventory was developed as part of a learning-environment information system to be used in a school-restructuring effort known as Positive Attitudes in Tennessee Schools (PATS). Initiated in Tennessee during the 1989-90 school year, the project sought to improve school-learning environments through school-leadership teams that were responsible for informed, data-based decision making and planning. This paper describes the Tennessee School Climate Inventory and its uses and provides sample applications. The collection and reporting of school-based data in a systemic way is grounded in a conceptual scheme that seeks to link information needs with decisions and actions likely to result in improved educational quality. Information obtained through the school-climate scales permits school leaders to assess opinions held by school personnel and to develop strategies for correcting climate factors that may impede school effectiveness. The inventory contains 49 statements, comprised of 7 scales of 7 items each, which yield quantitative estimates of school-climate dimensions. The seven scales of the inventory are: order, leadership, environment, involvement, instruction, expectations, and collaboration. Sample results for three waves

Belcastro, Frank P.
Richardson Study: U.S. vs. Iowa.
PUB DATE- 17 Jul 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); *Delivery Systems; *Educational Practices; Educational Quality; Elementary Secondary Education; Enrichment Activities; Inservice Teacher Education; Program Descriptions; Questionnaires; *Rural Education; Special Classes; *State Surveys
IDENTIFIERS- *Iowa; *Richardson Study

Using a questionnaire developed for a 1985 national survey of educational practices for gifted students in both public and parochial schools (the Sid W. Richardson Study), this study surveyed 273 Iowa school districts in 1993 to determine types of programs in existence in Iowa schools and how Iowa schools differed from the nation's schools in its responses. The study gathered information on 16 program types which constitute practices or approaches judged appropriate for gifted students. Program types are: (1) enrichment in the regular classroom, (2) part-time special class, (3) full-time special class, (4) independent study, (5) itinerant teacher, (6) mentorships, (7) resource rooms, (8) special schools, (9) early entrance, (10) continuous progress, (11) nongraded school, (12) moderate acceleration, (13) radical acceleration, (14) College Board and Advanced Placement participation; (15) fast-paced courses, and (16) concurrent or dual enrollment. Comparison with the Richardson findings suggested that, overall, Iowa schools had more negative significant results than positive significant results. These negative results included significantly fewer supervisory staff responsible for gifted programs, significantly lower per pupil expenditures, and significantly fewer schools with special funding for gifted students. Positive results included significantly more schools in which all teachers participated in inservice training and significantly more use of libraries. The questionnaire is appended. (Contains 15 references.) (DB)

ED 385 961 EC 304 146

Karsh, Kathryn G.
Computer-Assisted Instruction for Severely Handicapped Persons: A Program Based on Stimulus Control Research Modifying Current Software and Hardware. November 1, 1988-April 1, 1990. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 90
NOTE- 25p.; Prepared at the Educational Research and Services Center, DeKalb, IL.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Functional Literacy; Generalization; *Instructional Development; Instructional Effectiveness; Models; Severe Disabilities; *Severe Mental Retardation; Sight Vocabulary

This final report describes activities of a federally funded

Establishing a Public School and Community Based Program Partnership through the Implementation of an Inclusion Model.
PUB DATE- 95
NOTE- 66p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Cooperative Programs; *Day Care Centers; *Inclusive Schools; Mainstreaming; Models; Preschool Education; Program Implementation; Public Schools; *Regular and Special Education Relationship; School Business Relationship; School Community Relationship; *Special Needs Students; Teacher Attitudes; Teacher Role; *Team Teaching

A model program was implemented to provide services to 17 children with special needs in a community-based preschool. Meetings with representatives of the public schools and the community preschool center established a framework for providing inclusive education and resulted in development of an interagency agreement, which clarified staff and agency roles, legal issues, services, and costs. Time was allocated for instructional planning by preschool staff members, special education staff, and an early childhood consultant. A questionnaire was administered before and after implementation of the program to determine the ability and confidence level of the staff to provide services in the classroom. The results indicated that staff were more comfortable with the implementation of team teaching and gained confidence in their ability to work with children with special needs through inservice training. Letters were sent to businesses to encourage support within the community for innovative programming. Fundraising resulted in receipt of donations and in-kind services. Appendices include the teacher attitude questionnaire, a monthly listing of curriculum topics, a description of the special educator role, and a modified lesson plan. (Contains 25 references.) (SW)

ED 385 980 EC 304 178

Buckingham, Betty Jo
Marching to a Different Beat: A Bibliography of Materials about Children at Risk because of Disabilities and/or Abilities.
PUB DATE- Nov 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *At Risk Persons; Autism; Blindness; *Childrens Literature; Deaf Blind; *Disabilities; *Gifted; Hearing Impairments; Language Impairments; Learning Disabilities; Mental Disorders; Mental Retardation; Multiple Disabilities; Neurological Impairments; Physical Disabilities; *Reading Materials; Speech Impairments; Visual Impairments

This annotated bibliography covers materials about children at risk because of disabilities and/or abilities. The bibliography includes approximately 560 entries. The following categories are addressed: autism; gifted; handicapped--general and multiple; hearing impaired/deaf; learning disabilities; mental illness; mentally handicapped/brain damaged; physicallyhandicapped; speech/language impaired/mutism; visually impaired, blind, and blind/deaf. The bibliography is divided by grade level and subject then by a Dewey Decimal number. Dewey numbers are subject to adaptation for individual libraries, so these may not be the ones in use in any given

ED 385 998 EC 304 200

Presperin, Jessica J., Ed.
Technology for Consumers: Proceedings of the RESNA International Conference (Toronto, Ontario, Canada, June 6-11, 1992).
PUB DATE- 92
NOTE- 668p.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); Aging (Individuals); *Assistive Devices (for Disabled); Augmentative and Alternative Communication; Computer Oriented Programs; Delivery Systems; *Disabilities; Electronics; Elementary Secondary Education; Evaluation Methods; Gerontology; Human Factors Engineering; Information Networks; *Physical Disabilities; Prostheses; Public Policy; *Rehabilitation; Robotics; Rural Areas; Sensory Aids; Special Education; *Technological Advancement; Technology Transfer; Transportation; Wheelchairs
IDENTIFIERS- Access to Computers

This proceedings document contains approximately 250 papers and posters presented at a conference on the advancement of rehabilitation and assistive technology. Individual sessions focused on the following topics: quantitative functional evaluation, upper limb and therapeutic stimulation, human-computer interface developments, information networking, gerontology, clinical seating and mobility issues, robotics and advanced technology, systems development and speech synthesis in augmentative and alternative communication, sensory aids, clinical applications of adapted computer use, approaches to assistive technology service delivery, positioning and mobility, simulation for lower limb function, rural rehabilitation, job accommodations, clinical issues and research in augmentative and alternative communication, research in powered mobility design and control, assistive technology devices and evaluations, personal transportation, special education, technology transfer, and clinical concepts in powered mobility. Additional brief papers on similar topics were presented at poster sessions and are reprinted. Also provided are the text of papers presented at an international symposium on robotic manipulators in rehabilitation practice, presentations of the Wheelchair Standards Committee, and winning papers of the Easter Seal student design competition. Proceedings papers typically include an abstract, text, illustrations or graphs, address of the principal investigator, and references. (DB)

ED 385 999 EC 304 201

Wesson, Caren L., Ed.; Keefe, Margaret J., Ed.
Serving Special Needs Students in the School Library Media Center. Greenwood Professional Guides in School Librarianship.
PUB DATE- 95
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Accessibility (for Disabled); Bibliotherapy; Computer Oriented Programs; Disabilities; Disability Identification; Educational Objectives; Educational Technology; Elementary Secondary Education; Generalization; Gifted; *Information Literacy; Integrated Curriculum; Librarians; *Librarian Teacher Cooperation; Library Collection Development; *Library Instruction; Library Skills; Literature Appreciation;

IDENTIFIERS- Individuals with Disabilities Education Act

This guide provides suggestions for planning and implementing inclusion programs to enhance education for all children. Recent laws supporting the rights of children with disabilities are considered, along with the confusion regarding how to meet the needs of all children in the schools. Variations in inclusion practices among states and districts and new approaches to funding special education are addressed. Specific legal cases regarding the inclusion movement are reviewed, with attention to discipline available for students with disabilities, changes concerning least restrictive environment provisions, financial considerations, and compliance issues. Information is included on how to plan inclusive practices based on case-specific and systemic needs of the school district. Restructuring and a team-based model involving parents, administrators, and teachers are considered. The experiences of a model inclusion program at the Monticello Central School District, New York, are cited. Teaching strategies for kindergarten through grade 12 are described, including multi-age classrooms, portfolio assessment, and team teaching. Ways to enhance education by communicating ideas and practices among teachers, administrators, parents are also addressed. (Contains 86 references.) (SW)

ED 386 018   EC 304 295

Implementation of the Individuals with Disabilities Education Act: Seventeenth Annual Report to Congress.
PUB DATE- 95
NOTE- 604p.; For the 16th annual report, see ED 373 531.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); Data Collection; Deaf Blind; *Disabilities; Early Childhood Education; *Educational Legislation; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Federal Aid; *Federal Legislation; Federal State Relationship; Government Role; Inclusive Schools; Infants; Outcomes of Education; Preschool Education; Pupil Personnel Services; Research and Development; *Special Education; Special Education Teachers; Student Placement; Toddlers; *Trend Analysis
IDENTIFIERS- *Individuals with Disabilities Education Act; Office of Special Education Programs; Parent Training and Information Centers; Regional Resource Centers; State Agency Federal Evaluation Studies; State Systems Change Transition Grants

The 17th annual report to Congress describes progress in implementing the Individuals with Disabilities Education Act (IDEA) based on data collection and analyses of the Office of Special Education Programs (OSEP). A list of acronyms and an executive summary providing highlights of the report by chapter precede the report's main body. The seven chapters then present comprehensive information on the following topics: (1) school-age students with disabilities served, placement and exiting patterns, and personnel who provide special education and related services; (2) meeting the needs of infants, toddlers, and preschool children with disabilities; (3) the relationship of secondary school experiences to the early post-school results of youth with disabilities; (4) educational results for students with disabilities; (5) financing services for students with disabilities; (6) assisting states and localities in educating all children with disabilities; and (7) serving students with disabilities in rural areas. Extensive appendices building, developing commitment, dealing with conflict, developing insights into personal bias, assessing youth and adults with limited English skills, providing English language instruction, resources and sources of knowledge, and a plan for institutionalizing access products and processes. (NAV)

ED 386 039 FL 023 198

Tang, Jasmine
Special Curricula for English-Speaking Learners at Chinese Community Schools: Description of a Typical Chinese School and the Result of a Three-Year Study.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at Annual Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Curriculum Design; Ideography; Instructional Materials; Language Proficiency; *Learning Motivation; Lesson Plans; *Mandarin Chinese; Secondary Education; Second Language Learning; Student Characteristics; Student Motivation; Uncommonly Taught Languages
IDENTIFIERS- *Rochester Chinese Institute NY

This paper reports the results of 3 years of Chinese language instruction experience at the Rochester Chinese Institute. The author designed, implemented, and evaluated a comprehensive instructional curriculum in Chinese language for students aged 11-17 years. Students were first generation American Chinese children of Chinese interracial marriages, and students of American or other ethnic/racial origin. The problems faced by each specific group of students in terms of native language competence and acquisition of Chinese are outlined. A major finding of the course was the constant challenge of both problems with and techniques for student motivation. In particular, the interplay between semi-native speakers and non-Chinese learners is detailed. Brief outlines of selected lesson plans with English translations are given with Chinese-character writing samples. (NAV)

ED 386 040 FL 023 200

O'Neill, Irma Josefina; Perez, Bertha L.
How Teachers in Managing Instruction Facilitate the Teaching-Learning Process: An Assessment Perspective.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at Annual Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 6-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; Classroom Techniques; Evaluation Methods; *Immersion Programs; Models; Second Language Instruction; *Student Evaluation; *Teacher Role; *Teaching Skills
IDENTIFIERS- *Genesee (Fred)

This paper explores Fred Genesee's Classroom Based Assessment (CBA) as an alternative model for assessing instruction as it affects students' learning in an immersion program. CBA collects information on language while instruction and other activities are taking place, allowing teachers the flexibility to alter teaching strategies to be more responsive to students'

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Classroom Research; Classroom Techniques; *English (Second Language); Foreign Countries; Higher Education; *Independent Study; Peer Relationship; *Problem Solving; Research Methodology; *Research Utilization; Second Language Instruction; *Student Motivation; Teacher Attitudes; Teacher Expectations of Students
IDENTIFIERS- University of Hong Kong

The experience of one group engaged in classroom research is recounted, focusing on the variety of uses to which the results were put. The report begins with an overview of classroom research principles, then describes the project in question. The researchers were seven teachers of English as a Second Language at the University of Hong Kong who collaborated to solve a specific problem: underuse of independent study facilities and materials. The objective became the identification of effective ways of motivating and training students for independent study. The research process used included seven steps: identification of the issue; a survey of teacher expectations about independent study; an action plan; implementation of the action; observation; reflection on the observations; and plan revision. The actions undertaken resulted in concrete outcomes in individual classrooms and also to changes in both underlying principles and materials development for several courses taught in the institution. The research group shared a variety of professional concerns in addition to the research objectives, and by doing so explored numerous facets of teaching and its context. It is concluded that the project was effective in more areas than anticipated. Contains 21 references. (MSE)

ED 386 059 FL 023 223

Coniam, David; And Others
Computer-Mediated Communication and Teacher Education: The Case of "Telenex."
PUB DATE- 94
NOTE- 20p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Networks; Computer Oriented Programs; Databases; *English (Second Language); Foreign Countries; Higher Education; Inservice Teacher Education; Item Banks; *Language Teachers; Secondary Education; Second Language Instruction; *Teacher Education; *Telecommunications
IDENTIFIERS- *Telenex; University of Hong Kong

The computer network Telenex (Teachers of English Language Education Nexus) established at the University of Hong Kong is described. The network was conceived to provide professional support to secondary school English-as-a-Second-Language (ESL) teachers in Hong Kong, and is monitored by a team of ESL teachers and teacher educators. Its components include databases (a bank of validated test items, teaching ideas, grammar and related teaching ideas, and news about current developments in the profession) and communications (electronic mail, conferencing, and task group messaging at each instructional level). The testing database is calibrated to a common ability scale, and is designed for both construction and administrators, former students, church officials, and community members. Central to the analysis is continuing reflection on the conflict between the religious teaching of the Southern Baptists and the social intolerance of American society. The final chapter describes the 1994 return of Sam Oni to Mercer for the University's celebration of the 30 year anniversary of desegregation there. (JB)

ED 386 079 HE 028 481

Fjortoft, Nancy F.
College Student Employment: Opportunity or Deterrent?
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Freshmen; Higher Education; Pharmaceutical Education; School Holding Power; Social Integration; Student Attitudes; *Student Employment; Student Financial Aid
IDENTIFIERS- Organizational Commitment; Professional Commitment

This study tested the effect of college student employment on students' levels of social and academic integration, professional and institutional commitment, and academic achievement and persistence. The survey model developed for the study included both the interactions between the student and the institution, the "fit," and the continuing influence of noncollege forces such as employers and employment, as well as the effect of financial aid. The survey was administered to all the first year pharmacy students (N=408) at three selected colleges of pharmacy, both public and private. Follow-up data on academic achievement and persistence were obtained from the institutions the following semester. Usable complete sets of data were eventually available for 199 students. Analysis found that working students performed as well academically as nonworking students. Working students were also just as persistent as nonworking students. Employment also did not affect students' professional commitment. In fact, for students employed as "Pharmacy Technicians," the in-college socializing forces of faculty interaction were important influences on levels of professional commitment. Contains one figure and seven tables. (JB)

ED 386 080 HE 028 482

Global Perspectives on the First-Year Experience. Conference Proceedings (8th, York, England, United Kingdom, July 11-15, 1995).
PUB DATE- Jul 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Freshmen; Educational Experience; Foreign Countries; Global Approach; Higher Education; Instructional Innovation; Program Descriptions; *School Orientation; *Student Experience
IDENTIFIERS- *Freshman Orientation; Freshman Seminars; Freshman Success Courses; Global Perspectives in Education

This volume contains a compilation of 68 abstracts by presenters

DESCRIPTORS- Compliance (Legal); *Eligibility; *Federal Programs; Federal Regulation; Financial Aid Applicants; *Grants; Higher Education; Information Systems; Loan Default; Postsecondary Education; *Program Evaluation; Student Financial Aid; *Student Loan Programs; Systems Analysis
IDENTIFIERS- Department of Education; *Family Education Loan Program; Fraud; *Pell Grant Program

This report examines the U.S. Department of Education's Federal Family Education Loan Program (FFELP) and Federal Pell Grant Program (FPGP), focusing on the extent to which the Department's student aid data are effectively used to help ensure compliance with federal requirements and prevent any abuses from recurring and the improvements that the Department has planned or made to its student aid systems. Data indicate that 43,519 ineligible students may have received 58,105 loans, totaling over $138 million, for fiscal years 1982 through 1992, and that more than 48,000 students may have received overpayments of their Pell grants for award years 1989 through 1993. The report describes some of the improvements put into place by the Department, such as the National Student Loan Data System, to help correct these abuses, as well areas needing further improvement to help prevent fraud and abuse. Six appendixes provide information on the scope and methodology of the study, the process for applying for federal student financial aid, guaranty agencies that guaranteed loans to ineligible students, comments from the Department of Education, General Accounting Office (GAO) contacts, and staff acknowledgements. A list of 11 related GAO publications is included. (MDM)

ED 386 098 HE 028 506

Matthews, Doris B.
An Investigation of the Learning Styles of Students at Selected Postsecondary and Secondary Institutions in South Carolina. Research Bulletin No. 60.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- Apr 95
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Cognitive Style; College Freshmen; College Role; *College Students; Family Influence; Family Size; Higher Education; High Schools; *High School Students; Individual Differences; Learning Strategies; Majors (Students); Racial Differences; School Holding Power; Sex Differences; Socioeconomic Influences; State Surveys; *Student Attitudes
IDENTIFIERS- South Carolina

This study examined the learning styles of postsecondary and secondary students in selected institutions throughout South Carolina. The sample included over 2,000 college and university students and over 6,000 high school students. The five-phased research program examined: (1) the learning styles of first-year college students; (2) the learning styles of majors in various disciplines and the association of learning styles with parents' educational level, family size, community, and college or university; (3) the relationship between retention and learning style; (4) the learning styles of high school students, including a comparison of secondary and postsecondary learning styles; and (5) learning styles in relation to gender and race. The study found that first-year college students incorporates modern computer and multimedia technology; (2) "Creating and Sustaining Learning Communities: The PHE Scholars Program" (Timothy M. Sullivan), which emphasizes that the creation of learning communities requires a thorough understanding of the interplay among community building, group learning, systems thinking, personal mastery, mental models, shared vision, and leadership; and (3) "Creating and Sustaining Learning Communities: The Electronic Learning Community" (Gloria K. Wolfson), which emphasizes the role of computer technology in recreating learning communities, especially among part-time and nontraditional college students. Each essay contains references. (MDH)

ED 386 119 HE 028 527

Wolfson, Gloria; Lavelle, Phyllis
Foundations for a Core Curriculum in Health/Social Services. Final Report.
PUB DATE- Mar 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregivers; Competency Based Education; *Core Curriculum; *Curriculum Development; Educational Attitudes; Foreign Countries; *Health Services; *Minimum Competencies; Paraprofessional Personnel; Social Services; *Social Work; State Surveys; Two Year Colleges
IDENTIFIERS- British Columbia; *Fraser Valley College BC

This report discusses the development of a core curriculum for caregiver and social service training programs at Fraser Valley College in British Columbia (Canada). It outlines the goals of the project, which included responsiveness to student and employer needs, quality and consistency of instructional programs, and maximum transferability between colleges and universities. The report then reviews the development of core curriculums at other institutions and in other disciplines, as well as in the health and social services field. It discusses the development of coring models and a list of 115 core competencies for students preparing to be child and youth caretakers, social service workers, community support workers, community care assistants, early childhood educators, and special education teacher assistants. A total of 66 educators at colleges and universities in British Columbia with at least one such program were surveyed concerning the list of core competencies. The survey identified a large number of competencies about which there was broad agreement for inclusion in a core curriculum. The report concludes by discussing the next steps in the development of the core curriculum. Two appendixes list the core competencies steering committee members, survey respondents, and the core competencies. (Contains 42 references.) (MDM)

ED 386 120 HE 028 528

Wolfson, Gloria K.
The Seamless Flow.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *Community Colleges;

teaching basic skills. The isntructor's resource package includes one set per unit of LAP sheet and written test, handouts, transparency masters, and other required media. The student workbook consists of objective sheets, information sheets, assignment sheets, and job sheets. Unit topics are as follows: understanding engine fundamentals; servicing starting and charging systems; servicing engine cooling systems; servicing exhaust systems; evaluating engine condition; understanding engine computer controls; and servicing the following systems--ignition, fuel delivery, fuel injection, turbocharger, positive crankcase ventilation, exhaust gas recirculation, air injection, heated air induction, manifold heat control, and fuel vapor control systems. (YLB)

ED 385 680 CE 068 575

Fundamentals of Construction. Instructor Edition. Introduction to Construction Series.

PUB DATE- 94

NOTE- 638p.; For earlier version, see ED 301 716; for other documents in this series, see ED 306 392 and CE 068 576-589.

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Skills; Behavioral Objectives; Building Plans; Building Trades; Career Exploration; Classroom Techniques; *Competency Based Education; *Construction (Process); *Construction Industry; Construction Management; Construction Materials; Equipment Utilization; Hand Tools; Integrated Curriculum; Learning Activities; Mathematics Skills; Measurement; Metal Working; Safety; Secondary Education; Site Development; Skilled Occupations; Teaching Guides; *Trade and Industrial Education

This instructor's guide contains the materials required to teach a competency-based introductory course in the fundamentals of construction to students who have chosen to explore careers in construction. The following topics are covered in the course's 10 instructional units: industry orientation (exploring the construction industry and starting a construction business); basic construction skills (construction safety, applied construction math, measuring, plan reading, site layout); and basic construction equipment (common tools and equipment, ladders and scaffolds, and rigging and material handling). Each unit contains some or all of the following: objective sheets, suggested activities, supplemental information/activities to be presented at the instructor's discretion, information sheets, sheets of supplementary information to assist students in solving problems, transparency masters, instructional supplements containing suggestions for teaching basic skills, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are provided. (MN)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Criterion Referenced Tests; *Critical Thinking; Family Life Education; High Schools; *Home Economics; Home Management; Instructional Materials; Learning Activities; Money Management; Nutrition Instruction; Parenting Skills; *Problem Solving; State Curriculum Guides; Student Evaluation

This competency-based curriculum guide contains activities designed to stimulate critical thinking and develop challenge-resolving skills while strengthening the fundamental precepts of home economics education. The home economics content area has been divided into duties and tasks. In each task, a challenge activity forms the basis for achieving competence through problem solving. Introductory materials include the following: a definition of critical thinking; conceptual framework; description of the challenge model; classroom strategies; list of Secretary's Commission on Achieving Necessary Skills (SCANS) competencies; duty statement/task list; two evaluation instruments recommended for use with the curriculum; sample resource data sheet; and glossary. The curriculum consists of nine duties: enhancing personal identity; managing resources; maintaining employment; strengthening families and other relationships; parenting and meeting needs of children; maintaining individual and family health through nutrition; managing food selection and preparation to meet nutritional needs; clothing self and family; and sheltering self and family. Each duty contains 3-12 tasks. Each task follows this format: performance objective; performance steps; enabling objectives; activities; and criterion-referenced measures--evaluation. Appendixes to each duty include a section that identifies specific High School Proficiency Test skills used in the learning activities. A resource list and publishers' list are also provided. (YLB)

ED 385 699   CE 069 576

Relationships. Colorado Core Curriculum.
SPONS. AGENCY- Colorado State Community Coll. and Occupational Education System, Denver.
PUB DATE- Jun 91
NOTE- 808p.
LANGUAGE- English
EDRS Price- MF05/PC33 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Core Curriculum; Course Content; Daily Living Skills; Family Life Education; Family Role; High Schools; *Home Economics; *Interpersonal Relationship; *Learning Activities; Parenthood Education; State Curriculum Guides; *Teaching Methods
IDENTIFIERS- Colorado

This updated home economics core curriculum was developed following extensive research conducted by Colorado home economics teachers. The guide, designed to be used in grades 10-12, contains five units to be used as a 1-semester course. The guide includes a scope and sequence outline that lists the topics, lessons, and process skills, in addition to eight Future Homemakers of America/Home Economics Related Occupations of America purposes that correlate with each section. Each unit contains a variety of learning activities and is designed to be used flexibly; some of the sections include resource sections for teachers to find additional materials for use in their classes. Learning activities include fill-in sheets, role-playing, research assignments, puzzles, checklists, and other business thinking by preparing students to make complex judgments and think internationally and by shaping "useful" individuals with disciplined minds, essential numeracy and foreign language skills, and the ability to make informed choices. Despite the fact that much of the education provided in humanities programs prepares individuals with profiles promising for management, many employers have expressed concerns that a humanities degree is not a professional qualification and that humanities graduates must be trained. Companies and HE institutions must work together to ensure that humanities programs are a bridge to the working world. (Appended is a table summarizing the numbers of humanities first degrees awarded in 1988 by universities, polytechnics, and colleges throughout the United Kingdom.) (MN)

ED 385 717 CE 069 617

Program Evaluation of Educational Programs. Wisconsin's Juvenile Corrections Schools at Lincoln Hills and Ethan Allen.
SPONS. AGENCY- Wisconsin State Council on Vocational Education, Madison.
PUB DATE- Aug 95
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Correctional Education; *Correctional Institutions; Correctional Rehabilitation; Educational Facilities; *Educational Practices; *High School Equivalency Programs; *Juvenile Justice; *Outcomes of Education; Program Effectiveness; Program Evaluation; Program Improvement; State Programs; Vocational Rehabilitation
IDENTIFIERS- *Wisconsin

An evaluation was conducted of the educational programs and facilities at two male juvenile corrections schools in Wisconsin (Ethan Allen and Lincoln Hills). Surveys were developed in cooperation with administrative personnel at both schools and given to all students, instructors, and support staff. A total of 573 students, 76 teachers, and 140 support staff completed the surveys. Results were sent to the evaluation team members prior to an onsite evaluation visit. Following the school visit, evaluation team members shared observations and formed a consensus of conclusions and recommendations. Project staff synthesized the information and shared them with the steering committee for final approval. Major observations and conclusions from the surveys and school visits were as follows: (1) school staff demonstrate genuine concern and respect for students; (2) students experience success and personal growth; (3) many students receive high school equivalency diplomas; (4) successful student transition back into the community is a goal, but success is a concern because of the reduced length of stay; (5) both institutions are very overcrowded and lack facilities; and (6) vocational education needs support to keep pace with technological changes and give students employability skills needed to succeed in the workplace. (The report includes the survey instruments and responses.) (Author/KC)

ED 385 718 CE 069 621

North Dakota Vocational-Technical Education Performance Report for 1994.
PUB DATE- 94
NOTE- 139p.

Vocational Classrooms" (James A. Gregson) provides a detailed analysis of the application of critical pedagogy for vocational high school instruction. "Education for Democratic Community and Work" (Richard D. Lakes) is an interview with noted workplace activist, Len Krimerman. Includes author and subject indexes. (YLB)

ED 385 735 CE 069 644

Conroy, Carol A.; Bruening, Thomas H.
School Subcultures as Factors Affecting Technology Refusal: An Examination of Applied Academics Implementation in Pennsylvania and Resulting Implications for Agricultural Teacher Education.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Change Agents; Change Strategies; *Educational Change; Educational Environment; Educational Research; *Inservice Teacher Education; Models; Research Needs; School Organization; Secondary Education; State Programs; Statewide Planning; *Technology; Vocational Education Teachers
IDENTIFIERS- *School Culture

A study examined technology refusal within the context of applied academics and, specifically, the applied biology and chemistry curriculum used in Pennsylvania. It identified school cultural factors that acted as barriers to technology implementation and developed a framework for inservice education of secondary agricultural and science educators who would teach applied biology and chemistry. A literature review provided information on school organization and the various subcultures within the school: overall culture of the school, teacher subculture, and culture of the educational technology. Anecdotal records kept as part of workshops held for secondary agricultural and science educators yielded data to corroborate the literature. A framework for successful inservice education for agricultural and science educators was developed based on the workshop data and the literature. Findings indicated that, as a reform effort, applied academics would require a "bottom-up" approach. Change would come from the individual, not the organization, would be internalized, and would result from seeing students learn. The following recommendations were made: appropriate inservice education for secondary agricultural educators should be implemented using the model; research should be conducted in each state to determine the level of support for appropriate inservice education; and agricultural education departments should begin to infuse the teaching of applied academics into existing teacher preparation programs. (Contains 28 references.) (YLB)

ED 385 736 CE 069 645

Conroy, Carol A.; Bruening, Thomas H.
The Role of the Agricultural Educator in Meeting the Needs of a Diverse Student Population.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Agricultural Education; *Blacks; Disadvantaged Environment; Economically Disadvantaged;

this, two sections contain the testimony at the meetings: 5 individuals at the Duluth and 14 at the Twin Cities public hearing. The final section contains written testimony from witnesses at the hearings in the form of seven letters and submitted written material that did not overlap the verbal testimony. The public forum questions are appended. (YLB)

ED 385 754 CE 069 680

Crane, Eric C.; And Others
Perkins-JTPA Evaluation. Analysis of the Adequacy, Effectiveness, and Coordination for the Two Years Ending June 30, 1994.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Coordination; Employment Programs; Federal Aid; Federal Legislation; Federal Programs; *Job Training; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Job Training Partnership Act 1982; Minnesota

The Minnesota State Council on Vocational Technical Education evaluated programs funded under the Perkins Act and the Job Training Partnership Act (JTPA) for program years 1992 and 1993. A survey and two focus groups, one for the Twin Cities metropolitan area, and one for greater Minnesota, assessed coordination while the Council addressed the issues of adequacy and effectiveness using documents from the State Board of Technical Colleges, Minnesota Department of Education, and Minnesota Department of Economic Security. With regard to the categorical expenditure of federal monies, the State Board of Technical Colleges satisfied all provisions and achieved the purpose of the 1990 Perkins Act for the 2 years under study. A comparison of JTPA program outcomes with the federal performance standards indicated the Department of Economic Security and the 17 service delivery areas (SDAs) met or exceeded all federal standards established for JTPA for Program Years 1992 and 1993. Many SDAs were found to have exemplary programs. Survey respondents indicated coordination was occurring frequently in their local areas and the level of coordination was somewhat adequate. Common barriers to coordination, factors that enhance it, and strategies for improving it were identified. The following recommendations were made: co-location of staff and services; cross-representation on committees, task forces, and advisory boards; local plans for developing a better understanding of one another's missions, programs, and policies; and enhanced communication. (Appendixes include survey instruments, and a list of acronyms. Contains 23 references. (YLB)

ED 385 755 CE 069 686

Handbook for Coordinators of Volunteer Tutor Programs.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 385 772 CE 069 730

Vocational Education and Training in Central and Eastern Europe. Education, Training, Youth Studies No. 4.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; Economic Change; *Educational Change; *Educational Needs; Educational Practices; *Financial Support; Foreign Countries; Guidelines; Helping Relationship; *International Cooperation; Needs Assessment; Organizational Objectives; Philanthropic Foundations; Postsecondary Education; Role of Education; Secondary Education; Social Action; Social Change; State of the Art Reviews; Technical Assistance; *Vocational Education
IDENTIFIERS- *Europe (Central); *Europe (East); European Training Foundation

This report assesses the current situation regarding vocational training in Central and Eastern Europe and suggests projects and working methods that would be consistent with the mission of the Commission of the European Communities' European Training Foundation. Sections 1 through 4 focus on the following: the existing system's inability to train individuals to become instruments of political, economic, and social change and for training workers and to cope with unemployment and economic upheaval resulting from political reform; the necessity of international aid to reform vocational training in Central and Eastern Europe; key issues in global action to define strategies and build a new system in Central and Eastern Europe; and principles and themes that Western countries must observe when sharing their training expertise with Central and Eastern Europe. Chapter 5, which deals with the mission, working program, and methods of the European Training Foundation, proposes that the foundation act as an effective resource center/clearinghouse, use local expertise, and give priority support to integrated projects designed to help establish a vocational training system, support the creation of the instruments/resources needed for a rational training policy, and train vocational policymakers and practitioners. (MN)

ED 385 773 CE 069 734

Farquharson, Andy
Teaching in Practice: How Professionals Can Work Effectively with Clients, Patients, and Colleagues. The Jossey-Bass Higher and Adult Education, Health, and Social and Behavioral Science Series.
PUB DATE- 95
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Learning; *Adult Students; Andragogy; Classroom Techniques; *Counselor Role; Educational Resources; *Human Services; Needs Assessment; *Professional Occupations; Teaching Methods

This book offers a range of practical methods for teaching and facilitating learning geared to the daily realities encountered by professionals in the human services. Drawing on the literature of adult education and on practical examples from different kinds of professional practice, including nursing and

United States .
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Feb 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; *Adolescents; *Birth Rate; *Early Parenthood; *Pregnancy; Pregnant Students; Social Indicators; Tables (Data); Trend Analysis; *Unwed Mothers; *Youth Problems
IDENTIFIERS- National Center for Health Statistics

This fact sheet contains data on teen pregnancy. The folowing information is provided: teen birth rate, 1960-1992; number of births to teens, 1960-1992; percent of non-marital teen births, 1960-1992; births to unmarried women, by age group, 1992; international comparison on teen birth rate; abortion rate among U.S. teens, 1973-1990; pregnancy intentions and outcomes, 1987; birth rate by state, broken out by race and Hispanic ethnicity, and by marital status, 1992; birth rate in large U.S. cities, broken out by age, race, and marital status, 1992. (JE)

ED 385 792 CG 026 296

Langer, Geraldine
Redesigning Program Delivery To Accommodate the Individual Educational Needs of Young Offenders in a Secure Custody Facility.
PUB DATE- 92
NOTE- 72p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; *Correctional Education; Correctional Rehabilitation; *Delinquent Rehabilitation; *Delivery Systems; Diagnostic Teaching; Foreign Countries; High Risk Students; *Individual Instruction; *Individualized Instruction; Rehabilitation Programs; School Effectiveness; Secondary Education; Special Needs Students; Youth Problems; *Youth Programs
IDENTIFIERS- Young Offenders Act 1984 (Canada)

The relatively high incidence of troubled youth with poor academic skills in the areas of reading, language arts, and math has been, and continues to be, a very real concern in Canada. This fact in itself is indicative of existing problems in providing effective educational services to troubled youth. The school itself has been equated with being a major contributing factor to the problem. Alternative educational strategies were implemented through the redesigning of the existing academic program delivery system within a secure custody facility. Specifically, a program utilizing individualized, one-on-one instruction was designed and implemented. The youth involved in the project, at the end of a specified time period, demonstrated success in one or more of the identified subject areas of reading, writing, and/or math as evidenced by a measure of growth resulting from the comparison of achievement results attained before implementation, and after the project has ended. The purpose was to provide evidence to support the recommendation for modification of current methods of educational delivery. Documentation and statistics in table and graphic form of the results are included. Contains 24 references. (JE)

22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Careers; Education Work Relationship; *Employed Women; Females; Higher Education; *Job Satisfaction; *Life Satisfaction; *Nontraditional Occupations; Occupational Aspiration; *Science Careers
IDENTIFIERS- *Westinghouse Science Talent Search

Individual and cross case analyses were employed to explore how the pursuit of career and life satisfaction was defined and resolved by 11 elite female scientists in the process of career establishment. A taxonomy which emerged from this procedure identified the following factors that influenced the aspirations and attainments of women at the threshold of top level careers: professional advancement structures in science, the funding climate for scientific research, dual career constraints, commitment to social change, and maintenance of friendship and family ties. Findings hold important implications for educators and counselors and for the overall goals of talent development. (Author)

ED 385 814 CG 026 407

Kelly, Deirdre M.
Warning Labels: Stigma and the Popularizing of Teen Mothers' Stories.
PUB DATE- 95
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Early Parenthood; Ethnography; Females; Feminism; Foreign Countries; *Pregnant Students; Secondary Education; *Stereotypes; *Theater Arts; *Unwed Mothers
IDENTIFIERS- *Canada (West); Liberatory Learning; *Marginality; Stigma

Those interested in critical, feminist, and anti-racist pedagogy are on a search for means to counter dominant ways of speaking about stigmatized groups. Some see promise in popular theater, which starts from the experience of those on the margins. This ethnographic study followed 12 teen mothers, a highly stereotyped group, as they wrote and publicly performed a play about their lives. The playwrights wished to convey three messages: (1) they became pregnant for a variety of reasons, just like older women do; (2) they support a young woman's right to choose--including motherhood--based on individual circumstances; and (3) they believe that being a mother is a challenging yet positive experience. These messages, however, largely got diffused for several reasons: (1) the play's adult sponsors wanted it to encourage the prevention of teen pregnancy as much as to give voice to teen mothers; (2) given these dual purposes, the director tried to elicit warning stories from the play-builders; (3) the teen mothers found it difficult to forge one representative story from 12 evolving lives and difficult as well to challenge one stereotype without feeding into another; and (4) audience members, influenced by prevailing social attitudes, did not always interpret the play as the authors' intended. Nevertheless, practices like play-

Inventories; Instructional Effectiveness; Learning Strategies; Reading Comprehension; *Reading Diagnosis; *Reading Difficulties; *Remedial Reading; Spelling; Teaching Methods

Reflecting the diverse philosophies and experiences of clinicians and practitioners, this book presents 30 essays that address the identification of reading strengths and weaknesses, assessment, and instructional strategies for remediation. Chapters in the book are (1) "The Role of Vision in Reading Disability" (Lois B. Bing); (2) "Problems with Auditory Processing" (Robert M. DiSogra); (3) "Emotional Difficulties of Disabled Readers" (Adella C. Youtz); (4) "Process Disorders: Auditory, Visual, and Graphomotor" (Robert C. Andrews); (5) "Neuropsychological Evidence for Subtypes in Developmental Dyslexia" (Margaret Semrud-Clikeman); (6) "Identifying Dyslexic Students" (Ellis Richardson and Barbara DiBenedetto); (7) "Concepts of Dyslexia" (Jack C. Westman); (8) "The Role of Technology in Reading Diagnosis and Remediation" (John E. McEneaney); (9) "Factors Affecting the Choice of Remedial Methods" (Lillian R. Putnam); (10) "Using Standardized Tests, Observations, and Nontraditional Assessment Techniques to Identify Specific Factors in Reading" (Phyllis DiMartino Fantauzzo); (11) "Using Informal Reading Inventories in Classroom and Clinic" (Jerry L. Johns); (12) "Documenting Children's Literacy" (Jeanne R. Paratore and others); (13) "A Model for Assessment and Targeted Instruction for Children with Reading Problems" (Steven A. Stahl and J. Michael Pickle); (14) "Collaborative Assessment in Language and Reading" (Lois A. Bader and Kathleen Balchak Fahey); (15) "Conversations with Children and Other Classroom-Based Assessment Strategies" (Marjorie Youmans Lipson); (16) "Are Decoding and Literature-Based Reading Programs Incompatible?" (Marilyn Jager Adams); (17) "Sample Remediation Techniques" (Catherine Bing Lipkin); (18) "Integrating Approaches to the Remediation of Reading Disability" (Barbara DiBenedetto); (19) "Decoding and Comprehension Instruction" (Marcia K. Henry); (20) "Reading Comprehension Instruction for Disabled Readers" (Katherine Maria); (21) "Intervention for Adolescents 'At-Risk'" (Mary E. Curtis); (22) "Developing At-Risk Readers' Oral Reading Fluency" (D. Ray Reutzel); (23) "Five Lessons to Increase Reading Fluency" (Timothy Rasinski and Nancy Padak); (24) "Five Misconceptions about Effective Remediation" (Barbara J. Walker); (25) "Teaching Dyslexic Students" (Ellis Richardson); (26) "Teaching Mainstreamed Dyslexic Students" (Jo Ann Reinhart and RoseAnn Martinez); (27) "Seven Recommendations for Remediating Writing Difficulties" (Vicki A. Jacobs); (28) "Teaching Disabled Spellers" (Robert Schlagal); (29) "Spelling: The Foundation of Word Knowledge for the Less-Proficient Reader" (Shane Templeton); and (30) Using Computer Technology to Aid the Disabled Reader" (Ernest Balajthy). (RS)

ED 385 834 CS 012 241

Fox, Barbara J.
Strategies for Word Identification: Phonics from a New Perspective.
PUB DATE- 96
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Beginning Reading; Elementary Education; Learning Activities; *Phonics; *Reading Skills; *Reading Strategies
IDENTIFIERS- Phonological Awareness; Strategic Reading; *World

contexts. Ultimately, the use of such learning strategies can reproduce the effects of face-to-face discussion and enable the adult, independent, distance learner to function at the metacognitive level of a collaborative writing group. (Contains 11 references.) (TB)

ED 385 851 CS 214 998

Shivel, Gail
Sara Haardt: The Neglected Contributions of a Unique Voice in the Literature of the New South.
PUB DATE- Jan 91
NOTE- 20p.; Paper presented at the Annual Meeting of the Florida College English Association (Daytona Beach, FL, January 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Authors; Blacks; *Cultural Context; Higher Education; *Literature Appreciation; Racial Relations; *Regional Attitudes; Slavery; United States History; *United States Literature
IDENTIFIERS- Goucher College MD; *Haardt (Sara); Historical Background; Mencken (H L); *United States (South)

Sara Powell Haardt, when she is remembered at all, is remembered as the wife of the newspaperman and critic, H. L. Mencken. Educators and scholars of history, writing, and literature may find Haardt's work interesting, as it centers on the conflict between the new South and the old. She taught high school English, and then taught at Goucher College, her alma mater. Her literary contributions include poems, short stories, and non-fiction sketches. Haardt published some 40 short stories and articles in her career, in periodicals that included "The Smart Set," "The American Mercury," "Scribner's" "Woman's Home Companion," and "The Virginia Quarterly Review." Haardt's work is virtually unknown today, out-of-print or buried in back issues, but it is worth reading, particularly her autobiographical sketches which display a perspective of the South now all but lost: that of the privileged class. Haardt was attuned to the voices of Blacks only as she acknowledged them, that is, as servants. "The Etiquette of Slavery" addressed the situation of Southern farmers in the antebellum days, i.e., their difficulty in getting slaves to perform their duties without relinquishing the upper hand. Haardt also spent some time in Hollywood working on screenplays, none of which were actually produced. By the time she died in 1935, she was a moderately successful writer. Her quiet achievements are triumphs over her Southern heritage, and yet remain indubitably and inimitably of the South. (Contains 20 references and a 40-item bibliography of Haardt's work.) (TB)

ED 385 852 CS 215 001

Valentino, Marilyn J.
Responding When a Life Depends on It: What To Write in the Margins When Students Self-Disclose.
PUB DATE- Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Females; Higher Education; *Interpersonal Communication; *Language Role; Role Playing; *Sex Bias; *Sex Fairness; Sexism in Language; Speech Communication; *Teacher Student Relationship
IDENTIFIERS- *Gender Issues

Gender-related problems that need to be addressed in the interpersonal speech communication classroom can be broken down into three categories: awareness, involvement, and understanding. Awareness is the key to gender equity in the classroom. The faculty member has the responsibility to be aware of his or her habits regarding calling on individuals and to make sure students have the chance to participate if they want to. Understanding the role of a gender-sensitive instructor in the classroom is equally important. The instructor's awareness should be focused on the areas of language, classroom style, and responding to students. Language in the classroom can be easily handled by a simple exercise involving the students. The exercise deals with identifying sexist language, but in order to have an impact, this exercise must be conducted daily. Professors must try to keep the classroom climate open, both to men and women. Research shows that professors typically call on men by name more often than they do women; they are more attentive to men's comments and questions; they word questions as though no women were present; and they will even divert discussion to comment on a woman's appearance. After becoming aware of the classroom and gender-related practices in it, the professor must then involve his or her students in activities intended to raise their level of awareness of concepts and ideas of gender. One activity might involve a role play; another could involve group discussions in single-sex groups. (Contains classroom handouts on awareness of sexual stereotyping, and avoidance of sexist language.) (TB)

ED 385 871 CS 508 999

Partridge, Susan
Character Education? Moral Education? Standards?: A Discussion.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Ethical Instruction; Moral Development; Program Development; Student Behavior; Teacher Behavior; Teacher Role; *Values; *Values Education
IDENTIFIERS- Educational Issues

Many educators agree that they must be concerned with standards of conduct, referred to by some as character education and by others as moral education. However, schools should not and cannot bear the entire responsibility. The responsibility should be shared by many, among them the families, private and public agencies, and health care and social service agencies. Educators must not indoctrinate students, nor should there be accusations of indoctrination when such is not the case. In planning programs dealing with standards of conduct, it would be wise for educators to select those standards that are necessary for the preservation of the democratic way of life.

leads to enhanced learning on criteria such as acquisition of content, development of skills, efficiency, learning, and satisfaction with instruction. Multimedia technology provides educators with hardware and software that permits combined use of text, graphics, animation, and sound. Computer assisted learning is an approach used to create a variety of interactive learning media in conjunction with a computer system. It is difficult to doubt the impact multimedia has had on public school instruction and the impact it is now having in the universities. Computer media improves student understanding, brings immediacy to the classroom, and improves the perception of instructor competence as viewed by both the students and the professor. To maintain a competitive edge and to provide a more stimulating learning environment, educators must find ways to overcome their initial resistance to computer-mediated communication, programs must be designed and implemented to integrate computer-based methods and communication skills into the entire speech curriculum. A combination of the essential elements of quality teaching and technology is possible. Technology is revolutionizing the world, and it is time for educators to revolutionize their classrooms. (Contains 30 references.) (RS)

ED 385 890 CS 509 030

Soukup, Paul A.
Novels, Scripts, and Natural Discourse: Mediated Models of Language Use and Understanding.
PUB DATE- 22 Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Discourse Analysis; *Hermeneutics; Language Research; *Language Role; *Language Usage; Models; Multimedia Materials; Novels; Scripts
IDENTIFIERS- *Communication Context; *Discourse; Gadamer (Hans Georg); Hirsch (E D); Interpretive Communities; Text Factors

This paper explores the question of interpreting complex texts, particularly scripts and multimedia presentations. The paper first reviews the literature on natural discourse, noting that although interpreting spoken natural language seems rather straightforward, many scholars have discussed what is required to make sense of discourse. The paper next discusses the discourse of novels, pointing out that writing and print fix language to a page and, in doing so, change an individual's relationship to language, and that the written text does not engage people in the same ways that natural discourse does. The paper cites the rise of hermeneutics, or textual interpretation, and notes that modern scholarship has subjected hermeneutics itself to a struggle for understanding, with outstanding scholars such as E. D. Hirsch and Hans-Georg Gadamer in opposing theoretical camps. The paper then discusses in detail the discourse of scripts, after defining them as "a set of instructions for actors so that they can recreate a human lifeworld." The paper concludes with a postscript about multimedia presentations, which cross the boundaries separating natural discourse, texts, and scripts. The paper concludes that the situation of multimedia throws all interpretation into relief and suggests the fusion of not just two, but multiple

(GPAs) and Stanford Achievement Test (SAT) scores. Findings suggest that the support provided by social network members does not promote achievement directly, but interacts with the attitudes of the support providers. The findings help to explain why social support is not always related positively to achievement outcomes and why social-network member attitudes will not necessarily predict achievement. A combination of strong support and positive attitudes from social-network members are most likely to foster school achievement. Four figures are included. (contains 26 references.) (LMI)

ED 385 907 EA 026 930

Glantz, Frederic B.; And Others
School Lunch and Breakfast Cost Study. Summary of Findings.
SPONS. AGENCY- Food and Nutrition Service (DOA), Alexandria, VA. Office of Analysis and Evaluation.
PUB DATE- Oct 94
NOTE- 31p.; For the full 200-page report summarized here, see EA 026 931.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Breakfast Programs; Compensation (Remuneration); *Costs; Educational Finance; Elementary Secondary Education; *Expenditures; *Federal Aid; Federal Programs; Income; *Lunch Programs

This document provides findings of a study that examined in detail the cost of producing reimbursable meals in the National School Lunch and Breakfast Programs (NSL and SBP) during school year 1992-93. The study examined the costs charged to SFAs (reported costs) and those costs incurred by the school district in support of SFA operations, but not charged to the SFA (unreported costs). Together, the reported and unreported costs comprised the full cost of meal production. Data were collected from a nationally representative sample of 94 School Food Authorities (SFAs). In each SFA, data were collected from a representative sample of schools and kitchens. The total sample included 540 schools. Findings indicate that on average, SFAs operated at the break-even level, with total revenues about equal to total reported costs. Revenues from reimbursable meals exceeded the cost of producing those meals. Reimbursable lunches generated a revenue surplus that was used to offset losses from reimbursable breakfasts. Revenues from reimbursable meals (including government subsidies and student payments) accounted for an average of 85 percent of total SFA revenues. Across all SFAs, unreported costs accounted for an average of 17 percent of full costs. Finally, unreported costs were primarily for labor, indirect costs, equipment depreciation, and utilities. Sixteen exhibits are included. (LMI)

ED 385 908 EA 026 931

Glantz, Frederic B.; And Others
School Lunch and Breakfast Cost Study. Final Report.
SPONS. AGENCY- Food and Nutrition Service (DOA), Alexandria, VA. Office of Analysis and Evaluation.
PUB DATE- Oct 94
NOTE- 201p.; For a 30-page "Summary of Findings" of this report, see EA 026 930.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test,

collection and analysis. Chapter 6 offers a template for developing school-reform portfolios, which promote accountability and continuous school improvement. The template has five sections: a statement of the school's vision and reform objectives; a description of the student population, school, and community; descriptions of initial implementation levels, early outcomes, and subsequent performance indicators; a summary of reform progress and challenges; and appendices that display supporting data. Three figures and three tables are included. The appendix contains the George Washington New American School portfolio for 1993-94. Contains 18 references. (LMI)

ED 385 925 EA 026 951

Feir, Robert E.
Political and Social Roots of Education Reform: A Look at the States in the Mid-1980s.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Centralization; *Decentralization; *Educational Change; Educational Finance; Elementary Secondary Education; *Policy Formation; *Politics of Education; Socioeconomic Status; State Action; State Legislation

Between 1983 and 1987, every state in the United States adopted some sort of education reform. This paper presents findings of an analysis of reform activity in the 50 states during the mid-1980s, with a focus on several education and socioeconomic indicators. The conceptual framework was grounded in general-systems theory, which attributes some of the reform activity to the "messiness" of human political behavior. Data were collected through a national survey of state-level, education policy reforms for the years 1983-87, which elicited a 94 percent response rate. State statutes were also reviewed. Dependent variables included types of reforms: increased graduation requirements, increased or instituted student testing, curriculum-materials policies, increased teacher entry requirements, teacher-compensation reforms, longer school day or year, and increased state funding of education. Independent variables that influenced the educational policymaking process included indicators of: educational performance, fiscal effort on behalf of education, socioeconomic status and fiscal capacity, administrative organization, the education-policy subsystem structure, and the general context of the states (political culture). Guttman Scalogram analysis was used to discern patterns among the dependent variables. Univariate correlations and stepwise regression analysis were conducted to determine relationships between dependent and independent variables. The data show that: (1) the wave of reform for 1983-87 was characterized by greatly expanded participation; (2) although the reform was centered in state capitols, the reforms were national in scope and character; (3) traditional education interest groups played minor roles in education reforms; (4) the involvement of business and political leaders reflected the heightened political salience of education for both groups; and (5) the most extensive reforms occurred in states that were hypothesized to have the least interest in reform and may well reflect the previous conclusions. Six tables are included. Much of data from a hypothetical school are included. Three tables and nine figures are included. (LMI)

ED 385 943 EA 026 975

Brunner, Ilse; And Others
The Accelerated Schools Movement: Expansion and Support through Accelerated Schools Centers.
PUB DATE- Apr 95
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Cooperative Planning; Corporate Support; *Educational Change; *Educational Cooperation; Elementary Secondary Education; Higher Education; Participative Decision Making; *Partnerships in Education; *School Community Relationship; School Effectiveness
IDENTIFIERS- *Accelerated Schools

From 1987 to 1995, the Accelerated Schools Project moved from a two-school pilot project to a national movement of over 700 schools in 35 states. This paper examines how the Accelerated Schools Centers have helped the expansion of the accelerated schools movement by recruiting and supporting schools in their regions, and how their institutional settings have influenced expansion efforts and support at each site. In particular, the paper looks at the growth of two centers established in university settings that participated in the 4-year Chevron-sponsored Satellite Center Project (1989-94). The two centers are located at the University of New Orleans (Louisiana) and at California State University, Los Angeles (California). The growth of Accelerated Schools Centers in universities depends on the following variables: (1) the mission of the institution; (2) the requirements made by the institution for professional advancement; (3) the rank of the participating faculty members; (4) the support of the dean and key senior faculty members; (5) the ability of the center team to raise funds; and (6) the commitment of the center team to establish a more independent center within the university. One chart is included. Contains 35 references. (LMI)

ED 385 944 EA 026 977

Clark, John A.
Problem-Based Methodology: Research for the Improvement of Practice. Book Review.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Divergent Thinking; *Educational Philosophy; *Educational Research; Educational Theories; Elementary Secondary Education; Epistemology; Higher Education; *Problem Solving; *Theory Practice Relationship
IDENTIFIERS- *Problem Based Methodology (Robinson)

This paper reviews the book "Problem-Based Methodology," by project which developed an educational computer-assisted instructional program for persons with severe disabilities. A preliminary review of the literature identified specific inadequacies of most software for this population, such as: too few examples of a task or concept thus limiting generalization; distracting extra-stimulus prompts; and insufficient trials, no criteria for mastery, and inadequate correction procedures. The Task Demonstration Model, a comprehensive model of instruction which provides nearly errorless learning by incorporating features of fading and general case programming, was utilized for the software development. The program which was developed teaches identification of 25 functional words and their symbols, 4 coins and their values, 4 bills and their values, and 4 clock times to the hour (both analog and digital). The program is characterized by: (1) inclusion of age-appropriate, functional tasks; (2) inclusion of the most recent research on effective instruction for persons with severe disabilities; (3) inclusion of the most recent innovations in computer software and hardware technology (written in Pascal; intended for use on Apple IIGs); and (4) use of a test-evaluate-revision process to further improve the program. Evaluation with 10 students found students maintained a high level of correct responding and a high level of active engagement. Development efforts suggest that an investigation of improved graphics or video-based representations is warranted. Also, efforts are needed to improve generalization through both improvement of the instructional medium and improvement of the teacher's use of the software program. (Contains 10 references.) (DB)

ED 385 962 EC 304 148

Multiple Output Sensory Trainer (MOST). Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Mar 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blindness; Braille; *Computer Uses in Education; Elementary Secondary Education; Equipment Evaluation; *Instructional Design; Junior High Schools; Large Type Materials; *Low Vision Aids; Multimedia Instruction; Partial Vision; Research and Development; Sensory Aids; *Student Evaluation; *Visual Impairments

This final report describes the design, development, and testing of the Multiple Output Sensory Trainer (MOST), a computer-based system which enables the evaluation of students with visual impairments to determine the optimal combination of sensory adaptive aids to meet their needs. The system uses multimedia devices in conjunction with customized software. The MOST system also assists visually impaired students in gaining access to print handouts. The system is portable and can quickly convert printed handouts to either braille or large print. The system can be used to design customized lessons for the student which he/she can then use on a home MOST computer. The report details the rationale behind the selection of the specific MOST hardware (IBM PC-type) and software (Windows operating system). It also explains design of the MOST user interface, the MOST relational database, the design of program linkage, and selection of a scanner to allow print-to-Braille/large print conversion. The system was field tested with four eighth grade students (two blind and two with low vision. Results indicated that all students did best with the library. Where possible, Interest Level (IL) and Reading Level (RL) followed by grade span are included. Titles dealing with health problems such as alcoholism, and cancer are not included. (SW)

ED 385 981 EC 304 179

Cohen, Matthew D.
Overcoming Barriers to Inclusion of Children with Disabilities in the Local Schools--A Blueprint for Change.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- 94
NOTE- 137p.; A separate 13-page executive summary is appended.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Court Litigation; *Disabilities; Due Process; Educational Change; *Educational Practices; Elementary Secondary Education; *Inclusive Schools; Legal Responsibility; Mainstreaming; School Districts; State School District Relationship; *Student Placement
IDENTIFIERS- Colorado; *Illinois; Vermont

Results of studying inclusion of Illinois students with disabilities in regular education are presented. The moral, educational, and legal bases for inclusion in public school general education were reviewed. Differences regarding planning and decision making for children with disabilities were investigated in three schools that were relatively more inclusive and three schools that were relatively less inclusive. Illinois practices were also compared to inclusive educational practices in Vermont and Colorado, two states identified as significantly further along than Illinois in implementing inclusive practices. Focus group interviews were conducted with about 80 parents and educators in Illinois, and due process decisions over 4 years were examined. Barriers to inclusion are discussed in the areas of information, attitudes, instruction/technology, leadership, accessibility, organization, operational and implementation problems, financial issues, regulatory barriers, and legal barriers. Ten recommendations to remove barriers to inclusion are offered. Ten case law citations and six statutory and regulatory citations are included. (Contains 27 references.) (SW)

ED 385 982 EC 304 181

Division of High Schools, Public Law 100.297 (Formerly 89-313) Instructional Support Program, 1993-94. OER Evaluation Report.
PUB DATE- 1 Aug 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assistive Devices (for Disabled); Communication Aids (for Disabled); *Communication Skills; *Computer Uses in Education; Dictionaries; *Disabilities; *Electronic Equipment; Encyclopedias; Program Effectiveness; Program Evaluation; *Reference Materials; Remedial Instruction; Secondary Education; *Student Adjustment; Theater Arts; Urban Education
IDENTIFIERS- *New York City Board of Education

The Division of High Schools Public Law 100.297 Instructional Support program serves eligible students with disabilities, ages 12-21, who have entered New York City public schools after attending state-operated or state-supported settings and who

Preschool Education; Reading Materials; Regular and Special Education Relationship; *School Libraries; Skill Development; *Special Needs Students; Staff Role; Student Evaluation; Student Placement; Vocational Education
IDENTIFIERS- Teacher Collaboration

This collection of papers considers how the school library media specialist serves special needs students and classroom teachers in multiple roles as teacher, information specialist, and instructional consultant or collaborator. Included are the following papers: "Teaching Library and Information Skills to Special Needs Students" (Caren L. Wesson and Margaret J. Keefe); "Assessing Library and Information Skills of Special Needs Students" (Margaret J. Keefe and Caren L. Wesson); "Fostering an Appreciation of Literature in Special Needs Students" (Margaret J. Keefe and Caren L. Wesson); "Vocational Instruction in the Library Media Center" (Deborah Jilbert); "Selection of Materials for Special Needs Students" (Lula Pride and Lois Schultz); "The School Library Media Specialist's Role in Bibliotherapy" (Robert P. King); "Accessibility of School Library Materials for Special Needs Students" (William J. Murray); "Instructional Technology and Students with Special Needs in the School Library Media Center" (Ann Higgins Hains and Dave L. Edyburn); "An Active Role for School Library Media Specialists in the Identification and Placement Procedures for Special Needs Students" (Deborah L. Voltz); "School Library Media Specialists as Partners with Classroom Teachers in Generalizing the Skills of Students with Special Needs" (M. Lewis Putnam); "Fostering Relationships among Special and General Education Students in the School Library Media Center" (Caren L. Wesson and others); "The Special Needs of Gifted and Talented Students in the School Library Media Center" (Caren L. Wesson and Margaret J. Keefe); "Libraries as Laboratories for Learning: Integrating Content, Learners' Needs, and Experience into the Curriculum" (Amy Otis-Wilborn and Terry McGreehin); and "School Library Media Specialists and Professional Development" (Caren L. Wesson). A 35-item annotated bibliography is also provided. (Each paper contains references.) (SW)

ED 386 000 EC 304 202

Weston, Marsha C.
What about Me?: A Practicum Addressing the Needs of Children Who Have a Preschool Sibling with Impaired Hearing.
PUB DATE- 29 May 95
NOTE- 56p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clinics; Community Programs; *Correspondence Study; Elementary Education; Elementary School Students; Emotional Adjustment; *Family Involvement; *Hearing Impairments; Information Needs; Intervention; *Material Development; Preschool Children; Preschool Education; *Reading Materials; Sibling Relationship; *Siblings; Symptoms (Individual Disorders)

This practicum developed a special program to serve the elementary school child who has a preschool sibling with a hearing impairment. A special book addressing the cognitive and emotional needs of the siblings was written and distributed to 35 children whose families were enrolled in a clinic-sponsored correspondence program and to 15 children whose families participated in on-site clinic programming for preschool children, ages 2-5, with hearing impairments. The book provides include 36 data tables on child counts, educational environments, populations, personnel, exiting, and finance; summaries of studies conducted under the State Agency/Federal Evaluation Studies program; data on services for children and youth with deaf-blindness; profiles of OSEP's program agenda; a summary of Regional Resource Center Activities; activities and results from the State Systems Change Transition Grants; activities of the Parent Training and Information Centers; activities of three OSEP-funded information clearinghouses; and a description of a Knowledge Utilization Plan for facilitating the use of information for program improvement. An additional 75 tables and 7 figures throughout the report provide additional detail. (DB)

ED 386 019   FL 022 834

Journal of the Society for Accelerative Learning and Teaching, 1994.
SPONS. AGENCY- Society for Accelerative Learning and Teaching, Inc.
PUB DATE- 94
NOTE- 444p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Cultural Influences; Learning Processes; *Neurolinguistics; Second Language Learning; *Semiotics; *Suggestopedia; Teacher Education; Technical Institutes; Two Year Colleges

Two issues of this serial include the following articles: "Editorial Note for Semiotics Issue" (Pedro Portes); "Qualitative Postmodernism and the Nature of Teaching and Learning" (Gary Shank); "Instructional Prescriptions Can Be Hazardous to Your Pedagogy!" (Donald J. Cunningham, Bruce Allen Knight, and Kathy K. Watson); "Toward a Mutual Interplay Between Psychology and Semiotics" (Alfred Lang); "Semiotics and the Deconstruction of Conceptual Learning" (J. L. Lemke); "Effectiveness of Accelerated Learning as a Tool to Facilitate a Maintenance Paradigm Shift" (Aaron B. Clevenson); "The Effectiveness of Suggestive Accelerative Learning Techniques Applied in Teaching Underprepared College Freshmen at a Two-Year Technical School" (Vera Ann Confer-Owens); "Video-Taped Instruction Creates Listening and Visual Memory Integration for Higher Reading and Math Scores" (Jan Erland); "Suggestopedia and Neurolinguistic Programming: Introduction to Whole Brain Teaching and Psychotherapy" (Daya Singh Sandu, Ed.); "Suggestology and NLP: Are There Similarities?" (Harry E. Stanton); "Neuro Linguistic Programming: A Pre-clinical Experience in Educational Psyhology" (Robert E. Saltmarsh); "Identification of Primary Representational Systems: A Validation of the Eye Movements Model of Neurolinguistic Programming" (Daya Singh Sandhu and Lina Yuk-Shui Fong); "Neurolinguistic Programming: Magic or Myth?" (Marcus Jacques Choi Tye); "School Stress and the Theatre" (Harry E. Stanton); "Methodological Considerations in Multicultural Research" (Robert Rueda); "The Atmosphere Factor" (Rosella R. Wallace); "The Tiger on the Stairway" (Donald H. Schuster); "Recent Research in Second Language Acquisition Supporting Accelerated Learning Techniques" (Wendy Whitacre); and "Book Review of Eric Jensen's "'The Learning Brain'" (Lyelle Palmer). There is a brief summary in Spanish at the end of each article. (Articles contain references.) (NAV)

ED 386 020   FL 023 056

learning. Conventional assessment primarily measures learning via written tests. Its perspective defines learning as a product achieved by the individual student yet ignores the process involved in teaching and learning. The study examines the role of the teacher in the assessment process and proposes that CBA considers not only instruction as it affects learning but the quality of teaching as well. Five critical taching skills (knowledge, pedagogy, observational, interpersonal, instructional) during an instructional activity are discussed as they impact on student achievement. The placement of teachers at the center of what is called the Teacher Classroom-Based Assessment (TCBA) process is recommended that predicts, explains, and modifies the links between teaching and learning and helps to draw conclusions and make recommendations for instruction, inclusive of teaching. (Contains 25 references.) (Author/NAV)

ED 386 041 FL 023 201

Cheng, Liying
What Foreign Language Learners Do in Their Academic Reading?
PUB DATE- Jun 95
NOTE- 24p.; Paper presented at Testing and Evaluation in Second Language Education (Hong Kong, June 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Foreign Language Books; Functional Reading; Higher Education; Questionnaires; *Reading Interests; *Reading Material Selection; Reading Skills; *Second Language Instruction; Second Language Learning; Vocabulary Skills; Word Recognition
IDENTIFIERS- Hong Kong

This paper summarizes research findings on academic reading obtained from a questionnaire, two reading tests, and a textbook analysis and discusses essential reading skills required of foreign language (FL) learners in carrying out their academic studies as well as the skills with which they have problems. Results revealed that the essential reading skills required and the skills with which students have the most problems are: skimming; understanding unknown words; and reading a text or parts of a text more slowly and carefully to extract relevant information for a written assignment, such as an essay, dissertation, or examination. Correlations between reading tests testing global skills and discrete skills indicate that these learners tend to do better on global skills; poor and highly competent learners seem to use their skills eclectically or holistically whereas testing of global and discrete skills would produce quite different results for learners of average competence. Findings also suggest that too much emphasis in English for Academic Purposes (EAP) reading has been given to careful and detailed reading at the cost of faster reading skills, required of learners and with which they have the most problems. It is concluded that separate, divisible, and identifiable reading skills exist from the point of teaching, learning, and materials writing. (Contains 47 references.) (Author/NAV)

ED 386 042 FL 023 205

Bird, Norman, Ed.; And Others
Language and Learning.
PUB DATE- 94

validation of tests. The teaching ideas database, created in hypertext, contains practical activities for each language skill area. The grammar database, also in hypertext, also contains grammar-related teaching activities designed for communicative language teaching. Contains 24 references. (MSE)

ED 386 060 FL 023 225

Chern, Chiou-lan
Chinese Readers' Metacognitive Awareness in Reading Chinese and English.
PUB DATE- 94
NOTE- 22p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; College Seniors; College Students; *Context Clues; *English (Second Language); Foreign Countries; Higher Education; Language Research; Mandarin Chinese; *Metacognition; *Native Speakers; *Reading Processes; *Reading Strategies; Vocabulary; Word Recognition

This study tested the hypothesis that more proficient language learners are more aware of the strategies they use in reading. Subjects were 28 native speakers of Mandarin Chinese who learned English as a Second Language (ESL). All were university students; experienced readers were recruited from among fourth-year English majors and inexperienced readers were drawn from first-year students in 11 academic areas. Subjects were first interviewed about their reading habits in Chinese and English. They then read two manipulated passages, one in English and one in Chinese. In each passage, eight function words were removed and replaced with nonsense words, characters, or character combinations. After reading, the subjects were interviewed about how they resolved difficulties in reading the passages. Interview excerpts are presented here with the analysis. It was found that in general, the subjects were less bothered by difficult words in their native language than by those in English. When confronted by unfamiliar words, frustration, nervousness, and low self-esteem were common feelings for inexperienced ESL readers. Inexperienced readers referred to context clues more often in English; experienced readers referred to them in Chinese and to lexical features in English. Results were consistent with previous research. Three appendixes contain metacognitive interview questions and coding taxonomy as well as the post-reading interview coding form. Contains 15 references. (MSE)

ED 386 061 FL 023 226

Dolan, Terry
The Impact of Illustrations and Cultural Schemata on Hong Kong Pupils' Reading Comprehension and Recall of Text.
PUB DATE- 94
NOTE- 13p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cultural Context; Elementary

from various nations at a 5-day conference on the first year college student experience. Among the topics considered were: advising and assessment programs; preparing freshmen for work, family, and private life; integrating reentry women in the college community; evaluating organizational culture; male-female differences for research and applications; Islamic education and central Asia; developing life goals; critical thinking instruction; advising for minority engineering students; leadership for social responsibility; non-technical subjects in an engineering curricula; multiculturalism in South Africa; Freshman-Year programs at 2-year colleges; realizing induction objectives; student diversity as a common denominator; and encouraging faculty involvement. Most abstracts describe programs developed at institutions represented at the conference. Those institutions were primarily from the United States but colleges and universities from Hong Kong, Malaysia, Sweden, Norway, South Africa, United Kingdom, Ireland, Latvia, and Australia were also represented. Nearly all abstracts contain addresses and telephone numbers of the presenter or of contact persons for further information. (JB)

ED 386 081 HE 028 483

Buchert, Lene, Ed.; King, Kenneth, Ed.
Learning from Experience: Policy and Practice in Aid to Higher Education. CESO Paperback No. 24.
PUB DATE- 95
NOTE- 247p.; For a related document, see ED 381 040.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Comparative Analysis; Developing Nations; Educational Finance; Educational Policy; Educational Quality; Equal Education; Experiential Learning; Foreign Countries; Futures (of Society); Global Education; Government Role; Government School Relationship; *Higher Education; Partnerships in Education; *Policy Formation; Public Policy
IDENTIFIERS- Africa; China; Francophone Africa; Global Perspectives in Education; India; South Africa; *World Bank

This monograph contains 14 papers on the role of higher education in the developing world stimulated by discussion of that issue in "Higher Education: The Lessons of Experience" (World Bank, 1994). The first two papers offer background on the World Bank paper: "World Bank Traditions of Support to Higher Education and Capacity-Building: Reflections on 'Higher Education: The Lessons of Expereince'" (Kenneth King) and "Shaping the World Bank's Higher Education Paper: Dialogue, Consultation and Conditionality" (Alison Girdwood). The next three papers explore related fundamental issues: "The Implications of Globalisation for Higher Education" (Noel F. McGinn); "Higher Education-Business Partnerships: The Dilemma of Competitiveness and Equity" (Wim E. Biervliet); and "The Challenge to the Liberal Vision of Universities in Africa" (David Court). The next four papers address World Bank reform areas: "Redefining the Role of Government in Higher Education: How Realistic is the World Bank's Prescription?" (Keith Watson); "Diversifying the Funding of Tertiary Institutions: Is the Bank's Agenda the Right One?" (Christopher Colclough); "Institutional Diversification of Higher Education" (Peter Williams); and "Responding to Ambiguity: A Critique of the World Bank's preferred social and conceptual styles of learning to other styles, and that students with applied styles performed better in school and scored higher on standardized tests than did students with other styles. It also found that mathematics majors selected the applied category most often, whereas majors in humanities, social sciences, education, and business selected the conceptual category most frequently. Other significant results are discussed. Two appendixes provide copies of the student survey questionnaires and statistical tables. (Contains 91 references.) (MDM)

ED 386 099 HE 028 507

Utah System of Higher Education Data Book (Supplement to Operating Budget Request) 1995-96.
PUB DATE- Jan 95
NOTE- 349p.; For 1994-95 edition, see ED 368 238.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; College Libraries; *Community Colleges; Comparative Analysis; Degrees (Academic); Educational Finance; *Educational Trends; Enrollment; *Higher Education; Salaries; *State Universities; Student Costs; Student Financial Aid; Tables (Data); Teacher Salaries; Tuition; Vocational Education
IDENTIFIERS- *State College and University Systems; *Utah

This report provides detailed statistical data on the Utah System of Higher Education (USHE), including institution-specific data on the system's four universities and five community colleges. It includes an executive summary and tables covering: (1) degrees and awards; (2) enrollment and enrollment trends from 1985 through 1994; (3) vocational education enrollments and expenditures; (4) tuition and fees; (5) student financial aid; (6) revenues, expenditures, and current funds balances, as well as revenue trends from 1977-78 through 1995-96; (7) USHE and institutional budget history; (8) results of a USHE cost study; (9) staffing; (10) salaries and compensation; (11) comparative trends; and (12) library staffing, expenditures, collections, and services. (MDM)

ED 386 100 HE 028 508

A Primer on Performance Indicators.
PUB DATE- Jun 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Accountability; College Administration; Definitions; *Educational Assessment; Educational Attitudes; *Educational Quality; Evaluation Methods; Foreign Countries; Higher Education; *Institutional Evaluation; *Performance Factors; Program Effectiveness; Standards
IDENTIFIERS- *Performance Indicators

This report discusses the use of performance indicators (PIs) in higher education, focusing on definitions, frameworks, examples, and implications for universities. It notes that demands for accountability have led to intense interest in university performance measures, and that early indicators simply described the university or the system and hence had limited impact on policy or management decisions. True PIs are:

Educational Attitudes; Elitism; Foreign Countries; Government Role; Higher Education; *Intercollegiate Cooperation; *Transfer Policy; *Universities

This paper examines some of the issues that have led to the "balkanization" of higher education, in that community colleges, colleges, and universities often have very different standards, transfer policies, and degree requirements. Students who complete programs at community colleges and who wish to go on to a baccalaureate degree are often forced to retake many of the courses they took at the "lower level." It argues that if higher education is to effectively serve students, educators need to create an educational system that is seamless and which allows a natural progression from one level to the next. The paper advocates the need for more effective institutional cooperation, more universal articulation agreements, and an end to academic elitism that considers community colleges and their students to be inferior to four-year colleges and universities. (Contains 15 references.) (MDM)

ED 386 121 HE 028 529

Armstrong, Judith, Ed.
Bibliography of Education Theses in Australia. Number 16.
PUB DATE- 95
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; Degrees (Academic); Doctoral Degrees; *Doctoral Dissertations; *Educational Research; Foreign Countries; Higher Education; Masters Degrees; *Masters Theses; Specialist in Education Degrees
IDENTIFIERS- *Australia

This is the sixteenth volume in a series providing abstracts of masters and doctoral level theses in education earned in Australia from 1984-1995. This volume contains abstracts of 419 theses, most of which were completed in 1993-94. The bibliography has two main section, the Main Entry Section and a Subject Index. In the Main Entry Section entries are alphabetical by the last name of the author. Each thesis is assigned a number for reference from the subject index. Additional information includes the type of thesis (masters or doctoral) and the university. An abstract summarizes the thesis. Major subject descriptors are listed following the abstract. The subject index uses the descriptors and identifiers assigned to each record to express the concepts contained in them. A list showing the distribution of theses and higher degree codes and a list of authors grouped by institution are also included. (JB)

ED 386 122 HE 028 530

Morra, Linda G.
Default Rates at Historically Black Colleges and Universities.
PUB DATE- 9 Mar 94
NOTE- 9p.; For a related document, see ED 362 091.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Colleges; *Eligibility; Federal Aid; Financial Support; Higher Education; *Loan Default; Student Loan Programs; Trend Analysis
IDENTIFIERS- Department of Education; *Family Education Loan Program

ED 385 681 CE 068 576

Introduction to Bricklaying. Instructor Edition. Introduction to Construction Series.

PUB DATE- 94

NOTE- 188p.; For earlier version, see ED 301 722; for other documents in this series, see ED 306 392 and CE 068 575-589.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Bricklaying; *Building Trades; Career Exploration; Classroom Techniques; *Competency Based Education; Construction Materials; Equipment Utilization; Hand Tools; Integrated Curriculum; Learning Activities; Machine Tools; Metal Working; Safety; Secondary Education; Skilled Occupations; Teaching Guides; *Trade and Industrial Education

This instructor's guide contains the materials required to teach a competency-based introductory course in bricklaying to students who have chosen to explore careers in construction. The following topics are covered in the course's three instructional units: bricklaying materials, bricklaying tools, and applied skills. Each unit contains some or all of the following: objective sheets, suggested activities, supplemental information/activities to be presented at the instructor's discretion, information sheets, sheets of supplementary information to assist students in solving problems, transparency masters, instructional supplements containing suggestions for teaching basic skills, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are included. (MN)

ED 385 682 CE 068 577

Introduction to Carpentry. Instructor Edition. Introduction to Construction Series.

PUB DATE- 94

NOTE- 303p.; For earlier version, see ED 301 719; for other documents in this series, see ED 306 392 and CE 068 575-589.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Building Trades; Career Exploration; *Carpentry; Classroom Techniques; *Competency Based Education; Construction Materials; Equipment Utilization; Hand Tools; Integrated Curriculum; Learning Activities; Machine Tools; Metal Working; Safety; Secondary Education; Skilled Occupations; Teaching Guides; *Trade and Industrial Education types of activities. The units cover the following topics: individual development, personal interactions, adult lifestyles, parenting, and family. (KC)

ED 385 700 CE 069 578

Life Management: Moving Out! Solving Practical Problems for Independent Living. Utah Home Economics and Family Life Curriculum Guide.
PUB DATE- Aug 92
NOTE- 511p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Clothing; *Daily Living Skills; *Family Life Education; *Home Economics; Housing; *Interpersonal Competence; Leadership; Learning Activities; Lesson Plans; Life Style; Marriage; Money Management; Nutrition; Parenthood Education; *Problem Solving; Purchasing; Resources; Secondary Education; State Curriculum Guides; *Thinking Skills; Transportation; Values
IDENTIFIERS- Goal Setting; *Utah

This guide, which has been developed for Utah's home economics and family life education program, contains materials for use in teaching a life management course emphasizing the problem-solving skills required for independent living. Discussed first are the assumptions underlying the curriculum, development of the guide, and suggestions for its use. The remainder of the guide consists of materials for use in teaching units on the following topics: course overview, values and goals, relationships, life roles, resources, the process of practical reasoning, choosing a place to live, meeting transportation needs, managing finances, planning food for optimum health, selecting and caring for clothing, preparing for marriage, thinking about parenthood, and leadership. Each unit contains some or all of the following: unit objectives; unit outline listing the life essential/skill and subproblem(s) covered, unit value assumption, unit objective, and topics of the unit's lessons; resource list cross-referencing student handouts, teacher materials/information sheets, and transparency masters for each lesson; and unit lessons. Each unit lesson contains some or all of the following: statement explaining the lesson's focus, list of suggested activities, student handouts, teacher information sheets, transparency masters, and lesson test activity/test bank. (MN)

ED 385 701 CE 069 579

Adult Education and Family Literacy Reform Act. Hearing on S. 797 Authorizing Funds for Fiscal Years 1996 through 2005 to Improve and Reform Literacy Services for Adults and Families, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, First Session.
PUB DATE- 19 May 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Literacy; Educational Legislation; Family Involvement; *Federal Legislation; *Literacy Education; *Parent Child Relationship; Program

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consumer Education; Correctional Education; Demonstration Programs; Early Parenthood; Educational Improvement; *Enrollment; Home Economics; Mothers; One Parent Family; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; Sex Fairness; *State Programs; State Standards; Technical Education; Tech Prep; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *North Dakota

This performance report for program year 1994 outlines the accomplishments and benefits to individuals in North Dakota as a result of programs funded by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, PL 101-392. The report records enrollment information, projects conducted, accomplishments, and future needs for the following areas: (1) performance standards and core measures; (2) secondary, postsecondary, and adult programs; (3) single parents, displaced homemakers, and single pregnant women; (4) sex equity; (5) criminal offenders in correctional institutions; (6) special populations; (7) state leadership and professional development; (8) community-based organizations; (9) consumer and homemaking education; (10) tech prep; (11) integrating applied academics; and (12) career guidance and counseling. Five appendixes contain information on the following: vocational-technical education quality standards for North Dakota; the North Dakota tech-prep initiative; and single parent, sex equity, and exemplary programs. Resources, references, and a glossary are included. The report also contains enrollment tables for secondary and postsecondary programs for the 1993 and 1994 program years. (KC)

ED 385 719 CE 069 622

Missouri Vocational Education Annual Performance Report 1994.
PUB DATE- Dec 94
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consumer Education; Correctional Education; Demonstration Programs; Early Parenthood; Educational Improvement; *Enrollment; Home Economics; Mothers; One Parent Family; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; Sex Fairness; *State Programs; State Standards; Student Evaluation; Technical Education; Tech Prep; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Missouri

This performance report for program year 1994 outlines the accomplishments and benefits to individuals in Missouri of the state's vocational-technical education program. The report records enrollment information, projects conducted, accomplishments, and future needs for the following areas: (1) performance standards and core measures; (2) secondary, postsecondary, and adult programs; (3) single parents, displaced homemakers, and single pregnant women; (4) sex equity; (5) criminal offenders; (6) special populations; (7) state leadership and professional development; (8) community-based organizations; (9) consumer and homemaking education; (10) tech prep; (11) integrating applied academics into vocational education; and (12) career guidance and counseling.

Educationally Disadvantaged; Educational Research; Grade 8; *High Risk Students; Junior High Schools; *Poverty; Vocational Education Teachers

A study examined factors associated with achievement for African-American eighth graders and whether differences existed relative to poverty status and depth of poverty. Data were extracted from the National Educational Longitudinal Study of 1988. An independent data set of 3,009 students was created including information for students identifying themselves as "Black, not of Hispanic origin" and reporting annual family income in ranges that matched closely with the official federal poverty thresholds for 1988. To examine the depth of poverty, two subgroups were created according to whether the reported income was above or below 50 percent of the poverty threshold. A t-test determined if statistically significant differences existed in test score means for students living in poverty versus not living in poverty, and for students grouped by depth of poverty. Analysis of variance tests determined what portion of the variance in student achievement was due to the selected independent variables. Findings indicated that, for African-American eighth graders, students not living in poverty were more likely to achieve at a higher level, as measured by standardized reading and math tests, than those living in poverty. With the exception of parents' educational level, general preparedness for class, and personal study factors, few variables were identified that contributed to achievement. Serious consideration must be given to how interventions can be introduced within the public schools, working with family units to promote conditions that would enhance achievement by breaking the poverty cycle. (Contains 23 references.) (YLB)

ED 385 737 CE 069 651

Carnes, Sandy; And Others
Curriculum for the Adult Beginning Reader. 0-3 Reading Level.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Beginning Reading; Behavioral Objectives; Classroom Techniques; Competency Based Education; Computer Assisted Instruction; Computers; Courseware; Curriculum Guides; *Educational Technology; Functional Reading; Instructional Materials; Learning Activities; Lesson Plans; Literacy Education; *Reading Instruction; Student Evaluation; Teaching Methods

This curriculum offers an eclectic, multisensorial, holistic, and flexible approach to reading. Sections I and II are an introduction and information on using the curriculum. Section III offers strategies for working with adults. Section IV describes means of formal and informal assessment of the learner. Section V presents an overview of ways reading is usually taught. Section VI delineates recommended objectives at each level in the following areas: vocabulary development, structural analysis, phonic analysis, comprehension development, and writing development. For each objective, at least one corresponding activity is provided in Section VII, which serves as a practical guide for instruction. Section VIII illustrates how the teacher might integrate the program through

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Coordinators; Foreign Countries; *Literacy Education; Program Administration; Program Development; *Tutoring; Tutors; *Volunteers; Volunteer Training
IDENTIFIERS- *Australia

This handbook is designed to provide guidance particularly to inexperienced coordinators of adult literacy volunteer tutor programs or to those isolated from support personnel or structures. It is not a curriculum to be followed from beginning to end, but a selection of materials from all states in Australia. Each section contains references and illustrative examples placed throughout the text, together with their sources. Section 1 is an introduction with chapters on how to use the handbook, the place of volunteers in the development of adult literacy and basic education in Australia, and underlying principles. The five chapters in section 2 deal with management of volunteer tutor programs: volunteer tutor programs, program management, management structure models, areas of program management, and program development. Section 3 on working with volunteer tutors contains chapters on the following: policies and practices for volunteers; recruitment, selection, and training of volunteer tutors; tutor training programs; and ongoing training, support, and evaluation. Appendixes are as follows: state volunteer centers around Australia; volunteers' rights and responsibilities; selection and appointment of volunteers; criteria for selecting tutors; tutor application form; names and addresses of professional support agencies; list of bookshops and suppliers of resource materials; annotated list of 32 articles from "Good Practice in Australian Adult Literacy and Basic Education"; and acronyms. Contains a bibliography listing 54 items. (YLB)

ED 385 756 CE 069 689

A Curriculum Guide for Achieving Equity in Education and the Workplace.
PUB DATE- 95
NOTE- 929p.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Career Education; Career Exploration; *Competency Based Education; Equal Education; Government School Relationship; Inservice Teacher Education; Learning Activities; Literacy Education; Nontraditional Occupations; *Parent Education; School Business Relationship; Secondary Education; *Sex Discrimination; *Sex Fairness; Sex Role; Sex Stereotypes; State Curriculum Guides; Student Evaluation; Units of Study; Vocational Education
IDENTIFIERS- Maine

This curriculum guide provides instructional materials that offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force. A DACUM (Developing a Curriculum) chart forms the basis for the task performance guides provided for five audiences: students, educators, business/industry/labor community, policy makers, and parents. Not every duty and task on the chart pertains to every audience. Each task performance guide consists of units that include introduction, performance objectives, suggested implementation strategies, evaluations, resources, and special notes. These units are grouped under the duty to which they pertain. The curriculum consists of these 11 duties: eliminate medicine, community education, social work, and psychology, the book offers a wide range of conceptual models for improving teaching in human service practice. The nine chapters of the book cover the following topics: (1) teaching and learning as facets of professional practice; (2) viewing clients and patients as learners; (3) developing learning relationships with clients, patients, and colleagues; (4) becoming skilled at group facilitation; (5) assessing what needs to be learned; (6) teaching effectively--spontaneously and by design; (7) selecting resources and activities to support teaching; (8) using evaluation to enhance effectiveness; (9) helping through teaching--enhancing professional practice. The book includes the following resources: a self-assessment of teaching and facilitating skills for practitioners, a self-assessment of group facilitation competencies, a personal skills checklist for learner-managed learning, and a bibliography listing 205 references. (KC)

ED 385 774 CE 069 735

Podhajski, Blanche
Teaching Adults with Learning Disabilities. A Model Training Program for ABE Tutors.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Disability Identification; Illiteracy; Inservice Education; *Learning Disabilities; *Literacy Education; Models; Staff Development; *Teaching Methods; *Tutors
IDENTIFIERS- Vermont

In an effort to respond to Vermont teachers' and tutors' need for learning disabilities instruction, the Stern Center for Language and Learning developed a model program to teach adults with learning disabilities. The program included 12 hours of instruction presented over Vermont interactive television to over 100 adult basic education (ABE) tutors throughout the state. Two adult students with learning disabilities were enrolled in remediation programs at the Stern Center at the same time so that their instruction could be demonstrated on videotape during the course. Follow-up visits were made to each of the 17 ABE sites in the state upon course completion to maximize opportunities for generalization of information presented. The course was designed to introduce tutors to the definition of learning disabilities and to the concept of a language learning continuum. It focused on how to identify and instruct those who presented specific problems with basic reading and spelling, decoding and encoding of the written word. Because adults with learning disabilities have good intelligence and poor visual memory, teaching strategies had to capitalize upon their good thinking rather than rote memorization. The course emphasized synthetic phonics instruction that was highly structured, sequenced, and rule based. Teaching techniques for developing a sight vocabulary to supplement synthetic phonics learning were also shared. (YLB)

ED 385 775 CE 069 736

Barton, Paul E.; Jenkins, Lynn
Literacy and Dependency: The Literacy Skills of Welfare Recipients in the United States. Policy Information Report.

ED 385 793 CG 026 297

Miller, Susan B.
When Parents Have Problems: A Book for Teens and Older Children with an Abusive, Alcoholic, or Mentally Ill Parent.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Alcoholism; *Child Abuse; Child Neglect; *Child Welfare; Emotional Problems; *Family Problems; Family Violence; *Parent Child Relationship; Parent Influence
IDENTIFIERS- Children of Alcoholics

This book was written for teenagers and older children who have abusive, alcoholic, or mentally ill parents. Emphasis is placed on young people in such situations using their intelligence, understanding that parents are fallible, viewing the future with optimism, facing reality, and seeing the good in other people rather than assuming everyone possesses the same shortcomings as their unhealthy parent. The book is divided into 13 chapters: (1) Getting Started; (2) Selfishness--whether taking care of yourself is selfish or not; (3) Mistreatment--how and why parents mistreat children; (4) When Parents Are in Pain; (5) When Parents Cause Pain; (6) Big-Time Feelings--such as guilt, rage, and shame; (7) Troubled Parents and Ordinary Teen Life; (8) Scapegoating; (9) Too High a Price to Pay? Choosing Your Parent Over Yourself; (10) Power Struggles; (11) Why Parents Have Problems; (12) Professional Help: When and How to Get It; and (13) Finishing Up. (JE)

ED 385 794 CG 026 298

Lane, Pamela S.
Conflict Resolution for Kids: A Group Facilitator's Guide.
PUB DATE- 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Conflict; *Conflict Resolution; *Course Content; *Decision Making; Elementary Education; Instructional Materials; *Interpersonal Communication; Learning Activities; *Peace; *Problem Solving; Self Control
IDENTIFIERS- Facilitators

In an effort to counteract the violent and negative conflict resolution messages children receive from the mass media, schools throughout the United States are now teaching healthy problem-solving skills on a personal level. This book presents an outlined approach to the implementation of a conflict resolution experiential group, designed to be administered in five sessions. For each session, the materials required, session time, goals, activities, and evaluation considerations are given. The hands-on tasks are designed to develop conceptual understanding about cooperative versus competitive ways to solve problems. The book provides activities for five sessions and information on evaluating the impact of the individual sessions as well as the program as a whole. Contains numerous illustrations. (JE)

ED 385 795 CG 026 299

building hold educational promise if not oversold to students as an opportunity to fuse individual stories into one coherent statement capable of displacing opposing ideologies. The script writing phase, in particular, helped teen mothers articulate their concerns and collectively theorize about their experiences. (Author)

ED 385 815 CG 026 416

Hughes, Tracy
Everything You Need To Know about Teen Pregnancy. Revised Edition. The Need To Know Library.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Abortions; *Adolescents; Adoption; Contraception; Gynecology; Obstetrics; *Pregnancy; *Pregnant Students; Secondary Education; Sex Education; *Unwed Mothers

Every year one million teenage girls become pregnant. Eight out of 10 are unintended pregnancies. Primarily targeting pregnant teenagers, this book address many of the different issues and decisions that a pregnant teenager must face. Letters supplement text to highlight feelings of pregnant teens and provide advice from friends, counselors, and physicians. Chapters are entitled: (1) Knowing Your Body; (2) Making Good Decisions; (3) What It's Like Being Pregnant; (4) Taking Care of Yourself and Your Baby; (5) Thinking about Adoption; (6) Thinking about Abortion; and (7) Protecting Yourself. A glossary, help list, and suggestions for further reading are also included. (JBJ)

ED 385 816 CG 026 418

Cowan, David; And Others
Teaching the Skills of Conflict Resolution: Activiities and Strategies for Counselors and Teachers.
PUB DATE- 92
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; *Activity Units; Conflict; *Conflict Resolution; Decision Making; Discovery Learning; Elementary Education; *Learning Activities; Problem Solving; Thematic Approach

This book is a developmental and sequential program of activities designed for grades K-8 to: (1) build a base of awareness, understanding, and skills required for conflict prevention and resolution; (2) give students practice using a variety of strategies for managing and resolving conflict; (3) create opportunities for students to apply those strategies to real-life problems and conflicts; and (4) encourage students to transfer their learning to the resolution of issues and conflicts in the family, community, nation, and world. Thematic units begin with a brief introduction summarizing the outcomes targeted by the activities in the unit, and are followed by a section entitled, "Literature Connections," which lists the titles of thematically related children's literature. Units include, "Respecting Similarities and Differences," Knowledge

Based on the idea that word identification is a group of strategies that children develop as they learn to read, not a single letter-sound by letter-sound pathway to pronunciation, this book invites teachers to support readers as they develop and use many different world identification strategies. Chapters in the book are: (1) Using the Alphabetic Code Strategically; (2) Becoming Aware of Language: Insights into Print and Phonological Awareness; (3) Early Strategies: Using Pictures, Smudges, and Single Code Cues to Identify Words; (4) The Analogy Strategy: Using Familiar Words to Identify Unfamiliar Words; (5) The Letter-Sound Strategy: Identifying Words by Their Letters and Sounds; (6) The Chunk Strategy: Using Groups of Letters to Identify Words; and (7) Learners Who Need Extra Help. Appendixes present learning activities, materials and techniques for learning activities, words with rhymes, letter neighborhoods, prefixes, suffixes, Greek and Latin roots, definitions, and questions and answers. (RS)

ED 385 835 CS 012 243

Walker, Barbara J.
Diagnostic Teaching of Reading: Techniques for Instruction and Assessment. Third Edition.
PUB DATE- 96
NOTE- 367p.; For earlier edition, see ED 331 014.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Diagnostic Teaching; *Evaluation Methods; Informal Reading Inventories; Portfolio Assessment; Reading Achievement; Reading Diagnosis; *Reading Difficulties; *Reading Instruction; *Student Evaluation; Teacher Role
IDENTIFIERS- Alternative Assessment

Promoting the idea that teachers can make sophisticated diagnostic judgments and can identify appropriate instructional techniques, this book delineates the process of diagnostic teaching so that teachers can make such judgments and identify such techniques. The book is designed to supplement course work in the diagnosis and remediation of reading difficulties. The instructional techniques in the book are written in a step-by-step fashion so that classroom teachers and practicum students can readily follow the prescribed procedures. Chapters in the book are: (1) What Is Diagnostic Teaching?; (2) The Reading Event; (3) Roles of Diagnostic Teachers; (4) The Diagnostic Teaching Session: An Overview; (5) Gathering Diagnostic Data; (6) Formulating Diagnostic Hypotheses; (7) Assessment Using Diagnostic Lessons; (8) Assessment Using Portfolios; (9) Selecting Techniques; and (10) The Instructional Techniques. Contains approximately 200 references. An appendix on administering an informal reading assessment is attached. (RS)

ED 385 836 CS 214 946

Bomer, Randy
Time for Meaning: Crafting Literate Lives in Middle and High School.
PUB DATE- 95
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Helping Relationship; Higher Education; *Mental Disorders; Physical Disabilities; *Self Disclosure (Individuals); *Self Expression; *Student Needs; Suicide; *Teacher Student Relationship; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Personal Writing

Unfortunately, students with emotional and psychological disorders are not uncommon on campuses anymore. In fact, along with the increase in the number of physically disabled students on campuses (now 6%), professors face new challenges, especially from those high-risk students suffering from hidden psychological disorders like schizophrenia, bipolar disorder, anxiety disorders, and depression. There are many reasons for these increases, from government laws encouraging those with disabilities to attend college to the deterioration of family and community life. When a student makes a self-disclosing remark in an assigned paper, one instructor suggests that there are at least five possible responses for teachers in this position. First, they can use the "Ostrich Approach" by writing nothing in the margin. Second, they can use the "Rush Limbaugh Approach," by pointing out errors in the student's writing while ignoring the content. Third, they can use the "Sally Jessy Rafael Approach" by soliciting more information via platitudes like "thank you for sharing this with me." Fourth, they can use the "Dr. Quinn Approach" by rushing to perform heart surgery when an accepting ear was all that was needed. And fifth, they can use the professional approach by acknowledging someone's pain ("This must have been a terrible experience") and offering professional help and asking the writer what he or she would like you to do, if anything. (Contains 10 references, a handout of student writing samples, and some succinct guidelines for teacher responses to student self-disclosures.) (TB)

ED 385 853 CS 215 002

Cassebaum, Anne
Adjuncts with an Attitude?: Attitudes Encountered in the Struggle for Fair Pay and Job Security for Adjunct Faculty.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Attitude Change; College Administration; *College Faculty; Department Heads; Higher Education; Nontenured Faculty; *Part Time Faculty; Writing Instruction
IDENTIFIERS- *Faculty Attitudes

At the post-secondary level, 38% of teaching is done by adjunct faculty. How did the profession become so divided? The answer goes beyond the academic profession because full-time positions are getting splintered into part-time ones all over the United States, but nevertheless academics make themselves particularly vulnerable because of their attitudes. Sample listings of writing instructor colleagues' attitudes, writing directors and department chairs' attitudes, and college administrators' attitudes illustrate how deep the divisions are in the struggle

Implications include: (1) educators should seriously consider including programs dealing with standards of conduct in addition to, or combined with, the usual courses of study offered; (2) young people should have a part in solving any problems affecting them; (3) administrators should provide open discussions for teachers in which such things as their verbal behavior, their choice of materials, and their demeanor are discussed as to their importance in avoiding conflict; (4) in correcting misbehavior and in designing programs, the uniqueness of each child concerned must be taken into account; (5) involvement of the entire community should be sought; and (6) teachers should avail themselves of all available books and periodicals dealing with standards of conduct. (Contains 10-item bibliography.) (RS)

ED 385 872 CS 509 000

Lulofs, Roxane S.
The Social Construction of Ethics.
PUB DATE- Mar 94
NOTE- 17p.; Paper presented at the Annual Conference on Communication and Ethics (7th, Azusa, CA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Governing Councils; *Ethics; Higher Education; *Interpersonal Communication; *Moral Values; *Persuasive Discourse; Speech Communication
IDENTIFIERS- Azusa Pacific University CA; Situational Variables; *Social Constructivism

While some social constructionists are unprepared to confront the role of ethics in the process of communication, the fact must be faced that as a person constructs reality, he or she makes judgments about that reality. Here are four situational perceptions that affect how decisions are socially constructed as ethical or not ethical within decision-making communities, specifically, within faculty governance at Azusa Pacific University (California). These perceptions involve: (1) the degree to which reasonable choices have been laid out; (2) whether or not information has been presented fairly; (3) whether or not calls for a decision are based on "good reasons"; and (4) whether or not the message violates or enhances humanity. First, one way to help distinguish between persuasion and coercion is in the concept of "significant choice." For Thomas R. Nielsen, not only must the perception of choice be present, but that choice must appear to be reasonable to the hearer. Second, the ethical dilemma associated with the fair presentation of information focuses on whether there has been a search for all relevant information. Third, in attempting to make a decision, the subject must avoid circular reasoning; Walter R. Fisher presents five steps for evaluating different options in a decision. Fourth, some writers characterize ethical communication as that which enhances and promotes uniquely human characteristics and characterize unethical communication as that which dehumanizes its audience. The perspective of social constructionism runs the risk of being morally vapid, but it is not impossible to find transcendent values for particular forms of communication that can help toward the understanding of communication processes within them. (Contains 27 notes.) (TB)

ED 385 873 CS 509 001

horizons. (Contains 23 references.) (NKA)

ED 385 891 EA 026 762

Witte, John F.; And Others
Milwaukee Parental Choice Program. Fourth-Year Report.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Dec 94
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance Patterns; *Educational Objectives; Elementary Secondary Education; Enrollment Trends; *Outcomes of Education; *Parent Attitudes; *Private Schools; *School Choice; State Aid; Student Attrition
IDENTIFIERS- Milwaukee Public Schools WI; *Wisconsin (Milwaukee)

This report describes the Milwaukee Parental Choice Program and its 4-year outcomes. The program is a targeted private-school subsidy program that provides state aid to member schools in lieu of tuition. Students must come from households with income 1.75 times the poverty line or less, and eligible schools must have no religious affiliations. Data were obtained through surveys mailed in the fall of each year from 1990-94 to parent applicants; a survey of 5,474 public-school parents; a followup survey of choice parents in June of each year; case studies of private-choice schools; observation; and analysis of outcome measures (achievement test scores, attendance, parent attitudes and involvement, and attrition). The data show that the program provides alternative educational opportunities to economically disadvantaged families. In terms of program size (relative to the public education system) and academic achievement outcomes, the public school system is not in danger of losing its best students to the choice schools. However, the Milwaukee Public Schools (MPS) face the small potential loss of better educated, involved parents. Choice and MPS students performed approximately the same on achievement tests; however, attendance for choice students was slightly higher and overall parental satisfaction with the program was high. The following recommendations are offered: (1) make more performance information available, but do not automatically adopt all standards; (2) provide information in a timely manner; and (3) change the transportation reimbursement system. Two figures and 20 tables are included. Appendices contain statistical data, a description of the member schools, and recommendations. (LMI)

ED 385 892 EA 026 820

Acker-Hocevar, Michele; And Others
Developing an Educational Quality Benchmark System (EQBS): A Partnership in Restructuring.
PUB DATE- Apr 95
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Educational Quality; Elementary Secondary Education; Models; Organizational Change; *Organizational Climate; *Organizational Development;

Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Breakfast Programs; Compensation (Remuneration); *Costs; Educational Finance; Elementary Secondary Education; *Expenditures; *Federal Aid; Federal Programs; Income; *Lunch Programs

This document presents findings of a study that examined in detail the cost of producing reimbursable meals in the National School Lunch and School Breakfast Programs (NSL and SBP) during school year 1992-93. The study examined the costs charged to SFAs (reported costs) and those costs incurred by the school district in support of SFA operations, but not charged to the SFA (unreported costs). Together, the reported and unreported costs comprise the full cost of meal production. Data were collected from a nationally representative sample of 94 School Food Authorities (SFAs). In each SFA, data were collected from a representative sample of schools and kitchens. The total sample included 540 schools. A total of 21 data-collection instruments were used in the interviews with SFA administrators, document analysis, and observations. Findings indicate that on average, SFAs operated at the break-even level, with total revenues about equal to total reported costs. Revenues from reimbursable meals exceeded the cost of producing those meals. Reimbursable lunches generated a revenue surplus that was used to offset losses from reimbursable breakfasts. Revenues from reimbursable meals (including government subsidies and student payments) accounted for an average of 85 percent of total SFA revenues. Across all SFAs, unreported costs accounted for an average of 17 percent of full costs. Finally, unreported costs were primarily for labor, indirect costs, equipment depreciation, and utilities. Appendices contain a description of the sample design and methodology, estimates of reported and full costs by type of meal-production system, regression models, and supplementary tables. (LMI)

ED 385 909 EA 026 932

Clark, Sally N.; Clark, Donald C.
Restructuring the Middle Level School: Implications for School Leaders. Middle Schools and Early Adolescents Series.
PUB DATE- Mar 94
NOTE- 316p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Educational Cooperation; *Educational Planning; *Intermediate Grades; Junior High Schools; Leadership; *Middle Schools; Participative Decision Making; Program Development; *School Organization; *School Restructuring; Strategic Planning; *Student Development

This book was designed to help school, parent, and community leaders acquire the skills necessary for the successful restructuring of middle-level schools. Chapter 1 defines middle-level education and describes the forces that shaped and continue to shape middle-level education, the evolution of middle-level schools, and current middle-level school organization and practice. The research about how middle-level schools should be organized, what successful middle-level schools should look like, and why they need to change are the major issues examined in chapter 2. Chapters 3 through 6 focus bibliographic data is contained in 35 notes. (LMI)

ED 385 926 EA 026 952

Monk, David H.; Roellke, Christopher F.
What Education Dollars Buy: Evidence from New York.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 61p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Economics; *Educational Equity (Finance); *Educational Finance; *Educational Resources; High Schools; Professional Personnel; *Resource Allocation; School District Size; School District Spending; School District Wealth; *Teacher Distribution; Teacher Student Ratio
IDENTIFIERS- *New York

This paper establishes the importance of examining resource-allocation behavior at microlevels of educational systems and reports on the progress being made in New York to develop and examine a set of relevant indicators. The paper presents findings that were part of a multistate effort conducted by the Consortium for Policy Research in Education (CPRE) Finance Center, which examined the allocation of educational resources at a variety of organizational levels. Specifically, the paper examines the distribution and use of professional teaching personnel within secondary schools across refined secondary subject areas (for example, advanced, regular, and remedial), with a focus on the core subject areas--English, mathematics, science, social studies, and foreign language. Data analyses were based on data collected by the New York State Education Department for the 1991-92 school year from all "regular" K-12 New York school districts. Three research-allocation indicators were developed: (1) resource-intensity levels; (2) percentage shares of teacher resources; and (3) overall pupil demand. Findings indicate that the resource-intensity level for English was flat across spending levels, but rose in the highest spending districts. A negative relationship was found to exist between the share of teacher resources devoted to English and district-spending levels. Finally, professional staffing levels in the core subject areas within the large cities were substantially lower than the state average, particularly in New York City. Eighteen tables are included. Contains 48 references. (LMI)

ED 385 927 EA 026 953

Feir, Robert E.
National Patterns of State Education Policy Innovation and Three Deviant Cases.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Resarch Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Viviane Robinson. Consisting of 12 chapters divided into 4 parts, the book's general argument is that educational research must be grounded in problem-based methodology (PBM) if it is to contribute to the improvement of teaching and administrative practice. The reviewer first addresses the following questions: What is problem-based methodology? What are its main strengths and limitations? and Do the arguments in its favor withstand critical scrutiny? Then, it is pointed out that Robinson offers a set of criteria to assist in theory appraisal and the improvement of practice: exploratory accuracy, effectiveness, coherence, and improvability. The PBM approach requires theoretical pluralism, in which the theories or actions relevant to the problem situations are investigated, evaluated, and, if necessary, altered. Robinson argues that to understand an educational problem is to understand the theories of actions of relevant agents and the factors that sustain those theories. The book is deemed to be refreshingly innovative in its novel approach to education research. By requiring theoretical pluralism, practitioner and researcher approaches to educational problem solving are collaboratively addressed within a context of critical dialogue. (LMI)

ED 385 945 EA 026 979

English, Fenwick W.; Steffy, Betty E.
Using Film To Attain a Cultural and Contextual Understanding of Moral Leadership.
PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Creative Thinking; *Films; Film Study; Graduate Study; Higher Education; *Instructional Films; *Instructional Innovation; *Leadership; Leadership Training; Moral Values; Teaching Methods; Theory Practice Relationship

Although film and video archives are abundant and inexpensive and contain stories of leaders from a variety of occupations and historical periods, teachers of graduate-level educational administration courses rarely use them in their classrooms. This paper describes the advantages of using film/video as a teaching tool; in particular, its application for learning about leadership in graduate-level administrator-preparation courses. Using a film to teach about the morality of a leader can capture both the culture and context in which leadership is exercised. Film is especially powerful in presenting: (1) a longitudinal view of a leader and his/her decisions in context; (2) a view of artistry in leadership; (3) the connection between interiority (belief and values) and action; (4) leadership cadres and networks; (5) a leader's moral code; (6) discourse on many levels; and (7) the political nature of all texts. Faculty should look for films that are historically accurate; represent multiple points of view; probe the connections among culture, role stereotyping, and power; portray the person in historical context; and present a full perspective of the person. A list of 10 films that can be used to portray leadership is included. Contains 41 references. (LMI)

ED 385 946 EA 026 980

high quality speech synthesizer. The low vision students did best with a combination of speech and large print. The totally blind students did not do any better with refreshable braille and speech versus just speech. The use of the 8.5 inch hand-held optical scanner to quickly convert print handouts to braille or large print was very beneficial. The use of the CD-ROM drive on the MOST system was useful to students in performing research. Also, the ability of the itinerant vision teacher to create MOST lessons using the object oriented programming language was very useful. (DB)

ED 385 963 EC 304 155

Recruitment, Admissions, and Students with Disabilities: A Guide for Compliance with Section 504 of the Rehabilitation Act of 1973 and Amendments of 1992 and the Americans with Disabilities Act of 1990. Third Edition.
PUB DATE- Mar 94
NOTE- 27p.; For first edition, see ED 156 042. Third Edition updated by Kelly Mazzeo and edited by Rhonda C. Hartman of the HEATH Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Civil Rights Legislation; *College Admission; College Entrance Examinations; College Students; *Compliance (Legal); Definitions; *Disabilities; Eligibility; Federal Legislation; Higher Education; Legal Responsibility; Student Financial Aid; *Student Recruitment
IDENTIFIERS- *Americans with Disabilities Act 1990; *Rehabilitation Act 1973 (Section 504); Rehabilitation Act Amendments 1992

The third edition of this guide on serving postsecondary students with disabilities reflects the language of the 1990 Americans with Disabilities Act (ADA) as well as that of Section 504 of the Rehabilitation Act of 1973. An introduction briefly describes both the ADA and Section 504 regulations, noting their close coordination. A section on persons to whom the law applies presents the definition of a handicapped person under Section 504 and an opinion of the Attorney General on the inclusion of alcoholics and drug addicts. The bulk of the guide considers how the law applies to various college admissions activities, including: (1) recruitment, (2) publications, (3) application forms and related topics, (4) admissions tests, (5) financial aid, (6) orientation, and (7) registration. Information provided for each area includes regulation, clarification, what is imperative, and suggested activities. A checklist for development of recruitment and admissions policies and practices by colleges and universities includes many of the "imperatives" and "suggested activities" outlined in the guide. An appendix lists three organizational resources for additional information. (DB)

ED 385 964 EC 304 157

Project AutoMath: The Design, Development and Dissemination of an Empirically Based Drill and Practice Software Package for Facilitating Mildly Handicapped Pupil's Acquisition of Basic Math Skills. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

encounter difficulties adjusting to the high school special education environment. In 1993-94 the program served approximately 183 eligible certified students and an additional 681 students with similar needs from 85 schools. The program sought to improve student achievement through training with computerized instructional aids, including: the Franklin Speaking Dictionary, the Columbia Electronic Encyclopedia, and the Macintosh laptop computer. Students were able to take these devices home to help with communication skills, school assignments, and use of reference materials. Teacher coaches trained and supported students and maintained regular contact with parents. Other program components included: a parent student conference, a trip to the Metropolitan Museum of Art, two Macintosh laptop orientations for parents and students, and a weekend retreat with extensive training in the use of the Macintosh laptop computer. Appendices provide data from activity evaluation questionnaires and an evaluation summary concerning the program's theater activities. (SW)

ED 385 983 EC 304 183

Successful Integration through Home-School Partnerships.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Practices; Elementary Education; Evaluation Criteria; *Inclusive Schools; Junior High Schools; Legal Responsibility; Middle Schools; *Parent School Relationship; *Program Effectiveness; Resource Materials; Social Integration; *Special Needs Students

This compilation of materials about integration/inclusion of children with special needs in regular education programs includes vignettes describing students' successful inclusion experiences and information on resources. The summaries of individual cases were based on interviews which explored motivations for inclusion, key players and their roles, and the benefits and drawbacks of general education. The four stories of successful integration cover the kindergarten, early elementary, upper elementary, and middle school levels. Fifteen themes characterizing successful integration efforts are identified. Appendices include: definitions on full inclusion, least restrictive environment (LRE) mainstreaming, and intgration; information to help in understanding the key legal reguirements for LRE; a list of inclusion strategies for teachers; seven criteria for integration; a checklist of indicators of full inclusion; "Inclusive School Communities...for Students with Disabilities: Ten Reasons Why"; and information on the Parent-Educator Connection Program in Iowa. Bibliographic information and annotations are provided for: 11 manuals, reports, and papers; 5 articles; 11 books; 5 videos; 1 catalog; and 3 resources used to compile the annotations. Seventeen resource organizations and addresses are also listed. (SW)

ED 385 984 EC 304 184

Clary, Joan Turner; And Others
Early Childhood Special Education Least Restrictive Environment Study (3 through 5 Year Olds).
PUB DATE- 94

information about the anatomy of the ear, hearing loss, assistive devices, communication, and methods of teaching children who have impaired hearing. Feelings which may be experienced by children whose sibling is hearing impaired are described. Games and illustrations are included in the book; additional children's reading materials are identified. A mail-in card allows the child to write to the clinic with questions or concerns. Questionnaires about the book were returned by 12 children and 6 parents from the correspondence group and by 8 children and 7 parents from the on-site group. Based on positive responses, the book is being used on-site and through distance education to include all family members in programming. The child and parent questionnaires are appended. (Contains 27 references.) (SW)

ED 386 001 EC 304 203

Barker, Ann S.
Success of Emotionally Disturbed Adolescents in a Therapeutic Wilderness Program.
PUB DATE- Aug 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adventure Education; Aggression; Behavior Change; *Delinquency; Drug Abuse; *Emotional Disturbances; *Program Effectiveness; Residential Programs; Secondary Education; *Sex Differences; Student Attitudes; *Therapeutic Environment; Therapy; Wilderness

A study was conducted to determine whether long-term residential therapeutic wilderness programming best serves males or females. The Hope Center Wilderness Programs in east Texas use a reality therapy-based peer group culture. Forty emotionally disturbed and juvenile delinquent youths were surveyed, 20 of each gender. On an 11-item questionnaire, students indicated that the areas the wilderness program helped them with most were, in rank order, communicating with family, controlling temper, staying out of legal trouble, school, and remaining drug free. No significant gender difference was found in participants' success in the program. Boys had a higher rate of serious incidents and were more likely to be on probation or parole. Adolescents in placement as well as their families believed that they benefitted from treatment through the wilderness programs. Appendices include a brochure describing the Hope Center's Wilderness Programs and the study questionnaire. (Contains 18 references.) (SW)

ED 386 002 EC 304 204

Kysor, Daniel F.
Child and Adolescent Service System Program: A Multi-Systems Approach to Service Delivery for Students with Mental Health Needs.
PUB DATE- Mar 95
NOTE- 33p.; Paper presented at the Annual Convention of the National Association of School Psychologists (27th, Chicago, IL, March 21-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Kubota, Mikio
Accuracy Order and Frequency Order of Relative Clauses as Used by Japanese Senior High School Students of EFL.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Research; *English (Second Language); Foreign Countries; *Grammar; Grammatical Acceptability; High Schools; High School Students; *Language Patterns; *Language Proficiency; Language Research; Language Tests; *Linguistic Theory; Second Language Learning; Sentence Structure; Testing; Translation
IDENTIFIERS- *Japanese People; *Relative Clauses

This study investigated the accuracy order of English relative clauses in the usage of 199 Japanese high school students of English as a foreign language (EFL). Specifically, it looked at: (1) whether the Accessibility Hierarchy conform to the accuracy order by Japanese senior high school students of EFL; and (2) how frequently this population uses relative clauses. Subjects were given three kinds of tests, in grammaticality judgment, sentence-combining, and translation. Results indicate that this population followed an order matching the Accessibility Hierarchy, and the Perceptual Difficulty Hypothesis to some extent, and that the subjects preferred using relative clauses to present participles and post-modification positions. A pedagogical implication is that center-embedding of a relative clause functioning as object of preposition should be an area of classroom instructional focus. (Author/MSE)

ED 386 021 FL 023 058

Kubota, Mikio
The Garden Path Technique: Is It Really Effective?
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Research; Comparative Analysis; *English (Second Language); *Error Correction; *Grammar; *Grammatical Acceptability; Higher Education; Instructional Effectiveness; Language Research; Language Tests; Prevention; Second Language Instruction; *Second Languages; Teaching Methods; Testing; Two Year College Students
IDENTIFIERS- *Garden Path Technique; Japanese People; Passive Voice

This study replicating two earlier studies investigated the relative effectiveness of two techniques for teaching English grammar. In the "garden path" method, learners are induced to produce errors, which are then corrected. The error avoidance method prevents error production by means of grammatical explanations. Subjects were 56 Japanese junior college students of English as a Foreign Language. Both the experimental group (garden path treatment) and control group (error avoidance treatment) were administered two kinds of tests, one in which they were to make grammaticality judgments of the if-clause, and one in which they rewrote sentences using the passive voice correctly. The two tests gave mixed results: in the first, no statistical difference emerged between the two groups; in the second, the experimental group performed better. It also

NOTE- 562p.; Selected papers presented at the Annual International Language in Education Conference (Hong Kong, 1993). For individual papers, see FL 023 205, FL 023 207-223, FL 023 225-233, and ED 366 228, ED 368 181, ED 370 411, ED 371 618, and ED 372 600.

LANGUAGE- English

EDRS Price- MF02/PC23 Plus Postage.

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chinese; Classroom Techniques; *Cognitive Processes; Educational Strategies; Educational Television; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Instructional Materials; *Language Acquisition; Language Patterns; Language Processing; Language Research; Language Teachers; Language Tests; Linguistic Theory; Oral Language; Orthographic Symbols; Reading Comprehension; Reading Instruction; Second Language Instruction; Second Language Learning; *Second Languages; Teacher Education; Testing; Verbal Tests; Vocabulary Development; Writing Instruction; Written Language

IDENTIFIERS- Authentic Materials; *Hong Kong; Japan

Papers from a 1993 International Conference on Language in Education include: "A Language Development Approach to Education" (M. A. K. Halliday); Text, Talk, and Inquiry: Schooling as a Semiotic Apprenticeship" (G. Wells); "Chinese Orthography and Reading" (O. J. L. Tzeng); "Task-Centred Assessment in Language Learning" (G. Brindley); "Task as a Unit of Teaching Analysis" (S. J. Hall); "Using a Functional Approach in Assessing Written Texts" (D. Nunan); "Steppe by Step: A Cultural Approach to Language Tasks" (C. Barron); "Coherence and Continuity in the Task-Centred Language Curriculum: Global Education as a Framework for Task-Based Language Teaching" (B. Bushell, B. Dyer); "From Task Description to Task Enactment: Teachers' Interpretation of Language Learning Tasks" (G. T. Sachs, S. Kong, A. Lo, T. Lee); "How Students Revise Propositions" (P. Falvey, S. Sengupta); "Writing from Sources: Does Source Material Help or Hinder Students' Performance?" (J. A. Lewkowicz); "Effects of Signalling on Reading Comprehension" (I. K. B. Lee); "The Variety and Effectiveness of Strategies Employed in Vocabulary Explanations in EFL Classes in Hong Kong" (A. L. On-lai); "English Extensive Reading in the Primary Curriculum" (V. Yu, E. Chu, S. Yuen-lan, R. Yau); "Investigating Lexis beyond the Most Frequent Words, Part 2" (N. Bird); "The Future Role of EFL Textbook Resources in Hong Kong" (B. Adamson, J. C. K. Lee); "Concordancing for School" (V. Pickard, K. Chan, J. Tibbetts); "What Makes Authentic Materials Different? The Case of English Language Materials for Educational Television" (A. McNeill); "Resources for the Independent EFL Learner in Japan" (S. M. Ryan); "Action Research Contributes More to Teaching Than Just Solving Discrete Problems in the Classroom" (A. Mueller); "Computer-Mediated Communication and Teacher Education: The Case of Telenex" (D. Coniam, S. Sengupta, A. B. M. Tsui, W. Kam-yin); "Vocabulary Learning Strategies of Good and Poor Chinese EFL Learners" (G. Yong-qi); "Chinese Readers' Metacognitive Awareness in Reading Chinese and English" (C. Chern); "The Impact of Illustrations and Cultural Schemata on Hong Kong Pupils' Reading Comprehension and Recall of Text" (T. Dolan); "Word Printed Frequency/Familiarity and Structure Complexity Effects on L1 and L2 Word Recognition Processes in Chinese" (Y. Sun); "A Word in Your Ear: To What Extent Does Hearing a New Word Help Learners To Remember It?" (M. Hill); "Pig in the Middle? Effects of Mediating Tasks on Cognitive Processing of Text" (D. M. Allison, V. Berry, J. Lewkowicz); "The Assessment

Education; English; *English (Second Language); Foreign Countries; *Illustrations; Language Research; Native Speakers; *Reading Comprehension; Reading Processes; *Recall (Psychology); *Schemata (Cognition)
IDENTIFIERS- England; Hong Kong

In a study of children's reading processes in English, 261 pupils from a Hong Kong Anglo-Chinese school and from an urban comprehensive school in England were given different versions of a text in English and asked to read it silently in preparation for a memory test sometime in the future. Three weeks later, they were tested on story recall. Three text types were distributed: a congruously-illustrated text (CIT), an incongruously illustrated text (ICT), and the text alone (TA). In each of these text types, cultural schemata of the stories were either British- or Hong Kong-related. As anticipated, the British group performed significantly better than their Hong Kong counterparts, with no significant effects or interactions for either recall of detail or comprehension of general idea. Among the Hong Kong students, many failed to recall either main idea or detail. Pupils reading the CIT performed almost twice as well as the other groups. Pupils reading stories set in their own cultural backgrounds had better recall in every instance. Post-test interviews of subjects also gave insight into the relatively different performance of the two groups; pupil expectations played an important role. Contains 25 references. (MSE)

ED 386 062 FL 023 227

Sun, Yilin
Word Printed Frequency/Familiarity and Structure Complexity Effects on L1 and L2 Word Recognition Processes in Chinese.
PUB DATE- 94
NOTE- 16p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Chinese; Difficulty Level; Foreign Countries; *Language Processing; Language Research; Native Speakers; *Orthographic Symbols; *Second Languages; Vocabulary Development; *Word Frequency; *Word Recognition

This study investigated the word recognition processes of readers of Chinese as a native language (L1) and as a second language (L2), focusing on the effects of two factors, word familiarity and word structure difficulty (complexity of orthographic symbol), on reading accuracy and response time. Subjects were in three groups: (1) 14 adult native Chinese readers; (2) 14 high-proficiency L2 readers; and (3) 14 intermediate proficiency L2 readers. All subjects completed a context-free word recognition task on computer, matching a character seen only briefly with one of four characters shown afterwards. There were 192 trials in the experiment. All words used were selected according to printed frequency (high/low) and orthographic structure (simple/complex as represented by number of strokes). As anticipated, the high-frequency words were processed faster than the low-frequency words. Orthographic complexity alone did not necessarily affect L1 readers' word recognition but did strongly affect L2 readers' word recognition, especially among less-proficient readers. Contains 17 references. (MSE)

Analysis of Quality Assurance, Responsiveness and Equity" (H. R. Kells). The next three papers present empirical perspectives on the World Bank paper. They are: "Higher Education in India at a Cross-roads" (Jandhyala B. G. Tilak); "A Chinese Model of Higher Education? Lessons from Reality" (Kai-ming Cheng); and "Equity, Access and Excellence in South Africa Higher Education" (Pundy Pillay). The final two papers look at other policies and practices in aid to higher education and are "The Power of Knowledge: A Comparison of Two International Policy Papers on Higher Education" (Berit Olsson) and "French Aid and the Crisis of Higher Education in Francophone Africa" (Francois Orivel). (Many papers contain extensive references.) (JB)

ED 386 082 HE 028 484

Owings, Jeffrey; And Others
Who Can Play? An Examination of NCAA's Proposition 16. Statistics in Brief.
PUB DATE- Jul 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Standards; Asian Americans; Blacks; College Admission; *College Athletics; *College Bound Students; College Entrance Examinations; *Eligibility; Grade Point Average; Higher Education; *High School Seniors; Hispanic Americans; Minority Groups; Whites
IDENTIFIERS- ACT Assessment; *National Collegiate Athletic Association; National Education Longitudinal Study 1988; Scholastic Assessment Tests

This study looked at 1992 high school seniors to see how many of them would have met the new National Collegiate Athletic Association's (NCAA) Proposition 16 eligibility requirements for freshman participation in Division I college varsity sports. The new, stricter requirements are based on a combination of the high school grade point average in 13 core courses and specified Scholastic Assessment Test or American College Testing Program scores. These requirements were applied to the transcripts of a National Education Longitudinal Study of 1988 sample of 1992 college-bound high school seniors. Findings revealed that: (1) 83.2 percent met earlier NCAA standards while only 64.7 percent met the Proposition 16 requirements; (2) only 46.4 percent of black and 54.1 percent of Hispanic students in the sample met the stricter requirements as compared to 67 percent of white and Asian seniors; (3) college-bound high school seniors from the lowest of the socioeconomic status levels were the least likely to meet the requirements with only 42 percent qualifying to participate; and (4) college-bound high school athletes met the requirements at the same rate as non-athletes. Contains two tables and five figures. (Author/JB)

ED 386 083 HE 028 485

Lee, John B.; Clery, Suanne B.
Packaging of Undergraduate Student Financial Aid: 1989-90. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
PUB DATE- Jun 95
NOTE- 123p.; Prepared by JBL Associates, Inc.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical

(1) goal or result oriented; (2) have a reference point; (3) provide strategic information about the condition or functioning of an institution; (4) are evaluative; (5) are strategic, specific, policy-orientated, and issue-driven; (6) connect outcomes to structure and process, taking inputs into account; and (7) are used for improvement, enhancement, and positive reform. The report asserts that PIs can best be used for internal university purposes to enhance the quality of education, research, community service, and other functions. It argues that PIs are not absolute facts, and that they are best interpreted as indicative, suggestive, or diagnostic. (MDM)

ED 386 101 HE 028 509

Stober, Spencer S.
Survival Strategies for Liberal Arts Colleges.
PUB DATE- 8 Aug 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Planning; *College Role; Core Curriculum; Educational Attitudes; Educational Strategies; Enrollment; Faculty College Relationship; Higher Education; Institutional Cooperation; *Institutional Mission; *Institutional Survival; *Liberal Arts; *Long Range Planning; *Private Colleges; Resource Allocation; School Community Relationship

This paper discusses whether liberal arts colleges are finding it increasingly difficult to maintain their traditional curriculum as they compete for students, as well as strategies that may enable these institutions to survive while maintaining their liberal arts identity. It observes that many liberal arts colleges award less than 40 percent of their degrees in the liberal arts, and that such institutions are really becoming "professional colleges," emphasizing business or education. It argues that for liberal arts colleges to maintain their liberal arts identity, they need to: (1) redefine the institutional mission so that it accurately reflects the types of degrees awarded; (2) establish or modify a core curriculum and make it an integral part of professional programs; (3) use popular and cost effective career programs to support traditional programs and courses in the liberal arts; (4) promote a shared mission with cooperative institutions; (5) utilize components of the college community that go beyond the classroom and curriculum; (6) establish an optimum student enrollment; and (7) build bridges between liberal arts colleges and professional program faculty. (Contains 18 references.) (MDM)

ED 386 102 HE 028 510

Heller, Barbara R.; Smirnova, Natalia V.
Preparing Doctoral Students for Teaching Careers in Urban Colleges and Universities.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

In a study requested by Senator Paul Simon and Representative Edolphus Towns, updated information on student loan default rates at Historically Black Colleges and Universities (HBCU) were obtained and examined. In particular the study compared 1991 default rates with earlier years, updated estimates of HBCUs that might lose Federal Family Education Loan (FFEL) Program eligibility, and estimated the numbers of HBCUs with cohort default rates over thresholds for Department of Education initiation of sanctions. The data for the study were from fiscal years 1988 through 1991. Findings include the following: (1) more recent default rates had little impact on estimates of the number of HBCUs that might become ineligible for FFELs as these still indicate that about 33 of 104 could lose their eligibility in July, 1994; (2) estimates show that 41 schools with default rates of 25 percent or more could be subject to state review of their continuing eligibility for student aid under title IV, an improvement on earlier estimates of 62 schools; and (3) about two-thirds of 104 HBCUs had fiscal year 1991 cohort default rates above 20 percent, triggering possible Department of Education sanctions requiring those institutions to analyze causes of their students' defaults and requiring them to describe their efforts to reduce defaults. (JB)

ED 386 123   HE 028 531

Marchese, Theodore J., Ed.
American Association for Higher Education (AAHE) Bulletin, 1994-95.
PUB DATE- 95
NOTE- 199p.; Published 10 times a year, coinciding with academic year. For Volume 46, see ED 371 665.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- College Administration; *College Faculty; *College Instruction; College Students; Departments; Educational Assessment; Educational Change; Educational Quality; General Education; Higher Education; Instructional Improvement; Liberal Arts; Tenure; Tenured Faculty
IDENTIFIERS- Academic Community; American Association for Higher Education; Diversity (Groups); Motorola Inc

The 10 issues of this organizational bulletin for the 1994/95 school year present articles, panel discussion, interviews, and essays on issues concerning the advancement of higher education. Some of the articles included are: an interview with American Association for Higher Education (AAHE) board chair Helen Astin; an article titled "Academic Citizenship" (K. Patricia Cross); an interview with Richard Hersh on new research on perceptions of liberal arts education; an article on helping students take charge of themselves titled "Empowering Lifelong Self-Development" (Arthur Chickering); a special issue reporting on the AAHE national conference and its theme focusing on organizing to serve society's needs and listing events in a preliminary program, describing workshops, and announcing special conference events; an article on the Department of English at Pennsylvania State titled "Recapturing Departmental Community" (Robert Secor); an interview with Bobbi Gutman of Motorola Corporation on that company's pursuit of diversity in its workforce; a special issue on assessment and quality anticipating a 10th annual conference on these issues; an article on students working in partnership with faculty in discipline-based inquiries titled "Embracing Undergraduate Research" (John Strassburger); and a description of the

This instructor's guide contains the materials required to teach a competency-based introductory course in carpentry to students who have chosen to explore careers in construction. The following topics are covered in the course's three instructional units: carpentry materials, carpentry tools, and applied skills. Each unit contains some or all of the following: objective sheets, suggested activities, supplemental information/activities to be presented at the instructor's discretion, information sheets, sheets of supplementary information to assist students in solving problems, transparency masters, instructional supplements containing suggestions for teaching basic skills, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are included. (MN)

ED 385 683   CE 068 578

Introduction to Concrete Finishing. Instructor Edition. Introduction to Construction Series.
PUB DATE- 94
NOTE- 205p.; For earlier version, see ED 301 716; for other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; *Building Trades; Career Exploration; Classroom Techniques; *Competency Based Education; Construction Materials; Equipment Utilization; Hand Tools; Integrated Curriculum; Learning Activities; *Masonry; Metal Working; *Prestressed Concrete; Safety; Secondary Education; Skilled Occupations; Teaching Guides; *Trade and Industrial Education

This instructor's guide contains the materials required to teach a competency-based introductory course in concrete finishing to students who have chosen to explore careers in construction. The following topics are covered in the course's three instructional units: concrete materials, concrete tools, and applied skills. Each unit contains some or all of the following: objective sheets, suggested activities, supplemental information/activities to be presented at the instructor's discretion, information sheets, sheets of supplementary information to assist students in solving problems, transparency masters, instructional supplements containing suggestions for teaching basic skills, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication,

Improvement
IDENTIFIERS- Congress 104th; *Family Literacy; Proposed Legislation

This Congressional hearing discussed the issue of reform of adult education and family literacy legislation. Testimony includes oral and written statements of U.S. senators and individuals representing the following: U.S. Department of Education; National Institute for Literacy; Dallas Can! Academy, Dallas, Texas; Pima County Adult Education, Tucson, Arizona; Delaware Department of Adult Education; and Central Vermont Adult Basic Education, Inc. The hearing focused on how the Federal Government, state governments and the private sector can improve the adult education delivery system. What are the goals for adult education? The three most important outcomes desired are: (1) increasing the number of high school diplomas or competencies for those who did not complete high school initially; (2) improving literacy skills, particularly by emphasizing the importance of literacy skills for parents; and (3) enhancing economic growth--productivity--so that all members of the workforce possess the necessary basic skills. (YLB)

ED 385 702 CE 069 580

Reforming and Consolidating Federal Job Training Programs. Hearing on Examining Proposals To Reform and Consolidate Federal Job Training Programs, before the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 28 Sep 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employment Programs; Federal Aid; *Federal Legislation; *Federal Programs; Hearings; *Job Training; Labor Force Development; Vocational Education
IDENTIFIERS- Congress 103rd

This hearing is a continuation of a bipartisan effort to consolidate, reform, and revitalize federally funded job training programs. Testimony includes statements of U.S. senators and individuals representing the following: National Association of State Job Training Coordinating Council and Human Resource Investment Council; American Federation of State, County, and Municipal Employees (AFSCME); Focus: HOPE, Detroit, Michigan; Federal Reserve Bank of Boston; National Association of Private Industry Councils; Tradeswomen of Purpose/Women in Nontraditional Work; and Eastman Kodak Co. (YLB)

ED 385 703 CE 069 582

Perraton, Hilary
Administrative Structures for Distance Education.
PUB DATE- Sep 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; Adult Education; *Distance Education; Educational Administration; *Educational Finance; *Educational Planning; Financial Support; Foreign Countries; Material Development; Models; Program

In addition, 13 appendixes contain 22 tables that provide enrollment information by program area, level, and sex as well as information about single parent, displaced homemaker, sex equity, tech prep, and exemplary programs. Some accomplishments recorded in the state include the following: provision of services to at-risk students at 42 student centers, a system of industry (customized) training programs, a network of seven regional and two metropolitan centers providing a comprehensive program of services for single parents and displaced homemakers, and the establishment of 21 formal assessment centers in high schools, area vocational schools, and community colleges throughout the state to evaluate students and help place them in appropriate training programs. (KC)

ED 385 720 CE 069 624

High Skills, High Wages. Washington's Comprehensive Plan for Workforce Training and Education.
PUB DATE- 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Development; *Educational Improvement; *Educational Needs; *Education Work Relationship; Entry Workers; *Futures (of Society); *Job Skills; Postsecondary Education; Program Improvement; Secondary Education; Standards; *State Programs; Technical Education; Vocational Education
IDENTIFIERS- *Washington

An analysis conducted by the state of Washington showed that the new jobs of the future will require workers with skills acquired in technical areas, but not college degrees. The analysis suggests that the present educational system is not producing an adequate supply of such workers and that more nontraditional workers will have to be recruited in order to meet the demand. In addition, the educational system must be reformed to provide more customer-focused employment and training services with more systemwide accountability. Three goals were set for work force training and education: (1) ensuring that the people of Washington will succeed in an economy that requires higher levels of skill and knowledge; (2) ensuring that all Washington residents have opportunities to learn and to advance in their chosen field of work; and (3) changing the ways of learning and teaching, so that all training and education programs are customer-driven, competency-based, and focused on achieving results. Eleven recommendations for action were made. (KC)

ED 385 721 CE 069 625

Washington State Vocational Education Annual Performance Report. Program Year 1994.
PUB DATE- 94
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consumer Education; Correctional Education; Demonstration Programs; Early Parenthood; Educational Improvement; *Enrollment; Home Economics; Mothers; One Parent Family; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; Sex Fairness; *State Programs; State Standards; Technical Education; Tech Prep; *Vocational

sample lesson plans. Appendixes include the following: lists of sight words, including frequently used words and safety and travel words; a guide to appropriate published materials for the beginning reader, including basic textbooks and supplemental materials; a list of commercial testing instruments and inventories used for adult basic readers. Contains a list of 12 references. An addendum to the curriculum, Technological Aids in the Adult Beginning Reader Classroom, describes types of technology, summarizes research findings on the advantages and disadvantages of technology, and discusses making purchasing decisions for hardware and software and implementing technology into the curriculum. Its appendix includes an annotated list of 55 selected technology items with a list of publishers and vendors. Contains 27 references. (YLB)

ED 385 738 CE 069 652

Medway, Peter
An Evaluation of the Adult Educators Development Project, Lehman College, City University of New York. Working Paper 3.
PUB DATE- Sep 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Community Colleges; Literacy Education; Postsecondary Education; *Professional Development; *Program Effectiveness; Seminars; *Teacher Education; *Teacher Improvement; Two Year Colleges
IDENTIFIERS- Alternative Assessment; *City University of New York Lehman College

An evaluation was conducted of the effectiveness of the Adult Educators Development Project (AEDP) at Lehman College of the City University of New York, a 3-year professional development program combining meetings, research projects, site visits, reading, and writing that was designed to facilitate the professional development of instructors in adult basic education, literacy, and English for speakers of other languages. Data for the evaluation were obtained from interviews of a total of 11 participants from the project's 3 program years, limited observations of the program seminars, and a review of various project documents. According to the participants interviewed, the project objectives were initially unclear difficult to grasp, thus fostering a sense of disorientation and confusion. Eventually, a process of empirical inquiry was initiated at the project sites, and the AEDP's goals were brought into clearer focus. Most literacy teachers and administrators who participated in the AEDP praised it as a vehicle for professional and personal development. The project seminars, site visits, and emphasis on alternative assessment were considered especially valuable. Only a few minor criticisms of the AEDP project were expressed, and it was deemed worth repeating and expanding. (Appended is information about the study sample.) (MN)

ED 385 739 CE 069 653

Maddy-Bernstein, Carolyn; Cunanan, Esmeralda S.
Exemplary Career Guidance Programs: What Should They Look Like?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 47p.
LANGUAGE- English

internal barriers; eliminate sex-role stereotyping; provide survival skills for trade and technical women and men; create support systems; eradicate external barriers; remove discriminatory behavior at all levels in schools and the workplace (coworkers/students); provide educator training; deliver career education and exploration; deliver workplace literacy skills; revise policies and regulations; and comply with government regulations. Appendixes include a compilation of handouts, newspaper articles, programs, agendas, events, etc., mostly related to tasks (suggested tasks are typed on each copy) related to the student audience section of the document; 170 curricula, guides, handbooks, and manuals; 132 videos, cassettes, disks; 9 profiles, tests, and posters; and 29 agencies, associations, and unions. Contains a bibliography listing 280 items. (YLB)

ED 385 757 CE 069 690

Abbott, Lenice C.
Prior Learning Assessment: Faculty Evaluator Training and Development.
PUB DATE- Jun 92
NOTE- 195p.; Master of Science Thesis, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Administrator Attitudes; *Adult Educators; Adult Learning; Educational Needs; Essay Tests; *Evaluation Methods; *Evaluators; Higher Education; *Inservice Teacher Education; Needs Assessment; *Prior Learning; Questionnaires; *Student Evaluation; Teacher Attitudes
IDENTIFIERS- National Louis University IL

A multi-pronged comparative approach was used to identify training and development needs specific to faculty evaluators of prior learning experience essays. Surveys were administered to 39 active evaluators who were members of the National-Louis University (NLU) faculty and 14 directors of prior learning assessment programs external to NLU. The response rates 77% and 79%, respectively. The evaluators were asked to supply demographic data and rank the importance of selected evaluator performance factors and topics for evaluator training/development activities. Subject matter expertise, objectivity, and knowledge of assessment process were deemed the three most important evaluator characteristics. Among training topics, understanding and complying with timelines were rated most important by directors, whereas judging appropriate credit and using guidelines were rated most important by evaluators. It was concluded that evaluator participation in training/development activities must be encouraged and increased by identifying and overcoming barriers to their participation. (Eleven figures are included. Appendixes constituting approximately one-third of this document include the following: information about NLU's facilities/programs; survey instruments, cover letters, and administration guidelines; study budget information; guidelines for assessing students and providing feedback to students; discussion of the evaluator factor; NLU evaluator supplement to portfolio handbook; and evaluator workshop agenda. Contains 71 references.) (MN)

ED 385 758 CE 069 691

Lucas, Kathleen; And Others
A Sequencing Guide for Numeracy: Whole Numbers.

PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Demography; Educational Attainment; Educational Benefits; Educational Needs; Educational Strategies; *Education Work Relationship; Employment Level; Employment Patterns; Income; *Individual Characteristics; Literacy Education; Reading Ability; *Reading Skills; Self Evaluation (Individuals); *Skill Development; Tables (Data); *Welfare Recipients
IDENTIFIERS- *National Adult Literacy Survey (NCES)

Data from the 1992 National Adult Literacy Survey were analyzed in a study of the relationship between literacy skill levels and dependency on welfare. The study focused on the following: literacy levels in the welfare population and in different demographic groups, the relationship between educational attainment and literacy and labor force experience and literacy, and the effectiveness of selected strategies for raising literacy levels. Among the major findings were the following: (1) on a 5-point scale, from over a third to almost a half of all welfare recipients perform at the lowest literacy level and approximately one-third perform at the second lowest level; (2) the average literacy level of welfare recipients is below that of unskilled laborers and assemblers; (3) sex differences in average document and quantitative proficiency found in general population are reduced or eliminated in welfare populations; (4) the performance gap between Whites and Blacks and between Whites and Hispanics is smaller within welfare populations than within the national population; (5) as in the general population, employed welfare recipients with higher literacy levels earn higher wages than their less literate counterparts; and (6) controlled research studies have demonstrated that education and training can help raise welfare recipients' literacy levels. (Sixty-four tables/figures are included.) (MN)

ED 385 776 CE 069 737

Applied Academic & Workplace Skills for Collision Repair & Refinish Technicians.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; *Auto Body Repairers; Education Work Relationship; *Integrated Curriculum; *Job Skills; Motor Vehicles; Occupational Information; Painting (Industrial Arts); Postsecondary Education; Repair; Secondary Education; *Standards; Task Analysis

This task list of workplace skills for collision repair and refinish technicians resulted from grant from the U.S. Department of Education to the National Automotive Technician Education Foundation (NATEF) of the National Institute for Automotive Service Excellence. The skills list is integrated with academic skills. This document lists the following 13 workplace skills, each with subskills: developing an employment plan; seeking and applying for employment opportunities; accepting employment; communicating on the job; interpreting the economics of work; maintaining professionalism;

Stroh, Darren Thomas
The Implementation of Objective, Self-Report Measures in a Family Preservation Program.
PUB DATE- 94
NOTE- 74p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; *Counselor Client Relationship; Counselor Role; *Family Counseling; *Family Involvement; *Goal Orientation; Measurement Techniques; Objective Tests; Therapists; Therapy
IDENTIFIERS- *Family Assessment Device; *Family Preservation Services; Family Therapy

This study implemented objective, self-report measures in family preservation practice in hopes of increasing family involvement in families' goal attainment and growth. The practicum began by administering a survey entitled "Attitudes Regarding Measures" to practitioners, participants, and funders of a small, rural family preservation program. The practicum then educated all of the above parties as to the possible benefits and pitfalls of implementing objective measures. The Family Assessment Device was administered to each of the two families involved once per week. The measures were scored and the findings were discussed and included in the practitioner's reports to participants and funders. The measurement implementation went for 10 weeks and was followed by re-administering the "Attitudes Regarding Measures" survey to the above parties. This study indicated that measures properly administered increased the joining between professional and participant, empowering the participant. It also seemed to create a change in the role of the professional from a problem identifier to one of solution sounding board. Time on task and attendance records were monitored to collaborate the hypothesis that measures would increase the focus and direction of service delivery. Attendance increased but time on task proved too difficult to measure. (Contains 31 references.) (Author/JE)

ED 385 796 CG 026 300

Leach, John William
An Analysis of the Fragmented Foster Care System with a View toward Systemic Reconstruction: A Review of the Literature.
PUB DATE- May 94
NOTE- 69p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Biological Parents; *Child Welfare; *Foster Care; *Foster Children; *Foster Family; *Intervention; Literature Reviews; Mental Disorders; Placement; Therapy
IDENTIFIERS- Family Reunification; *Foster Family Based Treatment; *Placement (Foster Care); Psychosocial Development

Relevant research analyzing the major components of the foster care system is reviewed and critiqued. The research suggests that children are entering the foster care system with a greater severity of psychosocial disorders than in previous years. Regardless of the problems of foster children, empathic and flexible foster parents have a greater potential for creating a stable foster placement which facilitates the remediation of the children's problems. Systemic interventions

"Understanding and Controlling Feelings," "Communicating Effectively," "Cooperation and Teambuilding," "Strategies for Resolving Conflict," "Using the Tools of Conflict Resolution," and "Putting It All Together." Other chapters provide information on how to use the book most effectively and instructional strategies, including a focus on the use of the "Sharing Circle," a small group discussion process. Additional activities include role plays, discussions, experiments, simulations, and reproducible activity sheets. (JBJ)

ED 385 817 CS 012 195

Dale, Jennifer; Radell, Kirsten
Effects of Instruction on Time Spent Reading and Reading Attitudes.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; *Instructional Effectiveness; Primary Education; *Reading Attitudes; *Student Attitudes; *Time on Task; *Whole Language Approach
IDENTIFIERS- T Test

A study investigated the relationship between type of reading instruction (whole language or basal), and (1) time spent engaged in authentic reading activities and (2) reading attitudes as measured by the Elementary Reading Attitude Survey (ERAS). Subjects, 23 students from a blended first/second grade whole language classroom in a suburban district and 18 students from a traditional second grade classroom in a more rural area participated in the study. McKenna and Kear's ERAS was administered and the mean scores on academic recreation and the total means were analyzed using a t-test. Results showed no significant difference in academic attitude between the two classrooms; however, the recreational scores were slightly higher in the whole language classroom. The researchers also gathered observational data on the amount of time each class spent engaged in authentic (as defined by researchers) reading and writing. The whole language class spent significantly more time on these tasks. The attitude survey results were consistent with previous studies which showed that recreational scores are higher in whole language classrooms. Contains three tables of data and 10 references. (Author/SR)

ED 385 818 CS 012 211

Grisham, Dana L.; Molinelli, Paul M.
Cooperative Learning: Professional's Guide.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Classroom Environment; *Cooperative Learning; Curriculum Development; Elementary Education; Language Arts; *Learning Activities; Models; Small Group Instruction; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Curriculum Emphases

Noting that since the 1970s cooperative learning has been widely investigated regarding its implementation and efficacy, this booklet is designed to introduce the teaching strategy of cooperative learning to classroom teachers. The booklet first

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *English Instruction; *English Teachers; Intermediate Grades; *Language Arts; Middle Schools; Reading Improvement; *Reflective Teaching; Secondary Education; Teaching (Occupation); Time Management; Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Response to Literature

Encouraging inquiry into more reflective practice, this book invites English teachers to examine their ways of thinking, their relationship to the subject of English, their standards for good teaching, their place in the professional community, and their attitude toward time. The book offers guidelines for: helping students choose topics that are important to them; prompting initial responses to literature and moving toward polished pieces of writing; using writing as a tool for thinking and inquiring; understanding what makes for poor student research writing and how to improve it; and planning curriculums that focus on story in fiction and memoir. Before and after each long chapter is a short essay, a meditation on time. Chapters in the book are: (1) Choosing My Teaching; (2) Creating Literate Environments in Secondary School Literacy Classrooms; (3) Writers Notebooks: Tools for Thinking and Living; (4) Moving from Private Thoughts to Performance; (5) Corridors of Meaning: Classroom Arrangements for Becoming Better Readers; (6) A Place in the Conversation: Writing Literature in Response to Literature; (7) A Curriculum for English: Seasons of Inquiry into Making Things; (8) Fiction: Building a World of Possibilities; (9) Making Something of Our Lives: Reading and Writing Memoir; (10) Making Sense of Nonfiction; (11) More than Magic: Elements of Craft in the Teaching of Literacy; and (12) The Extracurricular Life of an English Teacher. (Contains references.) (RS)

ED 385 837 CS 214 977

Bleekman, Dell; Tegan, Mary Beth
Disciplining the Developmental Writer.
PUB DATE- Mar 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Classroom Design; *Discipline; Higher Education; Personal Autonomy; *Power Structure; *Social Control; *Teacher Student Relationship
IDENTIFIERS- Basic Writers; *Foucault (Michel); Seating Assignments; *Student Empowerment

One challenge for composition instructors is to determine exactly, or even approximately, what objects and rituals must be observed for students' words to fall with the "true." Another is to successfully communicate these objects and rituals to their students through the various techniques of discipline. The arbitrary nature of delimitation, which makes such identification difficult, coupled with the instructors' own frantic attempts to tow the latest pedagogical line, prompts them to engage in acts of discipline with ultimately conflicting results. Michel Foucault's analyses of discipline and punishment shed some light on classroom structures that render the student powerless. The circular seating arrangement to obtain fair pay and job security for adjunct faculty. In each case there are attitudes which block change and attitudes which promote change. Hearing and anticipating these attitudes personally and in others may make it easier to bring about change. (TB)

ED 385 854 CS 215 004

Wilson, Howard Alan
Benefits of Teaching Beginning Reporting Students in a Computer Classroom.
PUB DATE- May 95
NOTE- 8p.; Paper presented at the Conference of Pennsylvania Journalism Educators (Harrisburg, PA, May 19-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; Computers; *Computer Uses in Education; Higher Education; Information Sources; *Journalism Education; *News Writing; Student Needs; *Writing Instruction
IDENTIFIERS- Edinboro University of Pennsylvania; *Technology Integration

It is necessary for journalism educators to introduce students to the world of desktop computers. In one journalism class at Edinboro University of Pennsylvania, the instructor introduces his students to the computer in the first few days of class. He first walks them through the disk-formatting process; shows them how to get into and out of WordPerfect; and tells them they may start using the computer in class. At this point, the instructor is able to turn the class toward the fundamentals of journalism, and the computer is cast in the role of a tool used for writing--just like a pen or pencil. Students are encouraged to compose on the computer and to take class notes on the computer. The computer is also a valuable tool in the process of teaching students to write on deadline. Sometimes mock news events are staged, and the students write their stories in class before leaving. By the end of the semester few miss their deadlines. In addition to its being a basic writing tool, personal computers have many other uses for print journalists. Students may learn to edit and lay out stories. Also, databases and the Internet can be searched for information with computers. Data from surveys or investigations can then be analyzed with personal computers and appropriate software. (TB)

ED 385 855 CS 215 005

Simpson, Jeanne
Perceptions, Realities, & Possibilities: Central Administration and Writing Centers.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *Decision Making; Departments; Educational Finance; *Financial Support; *Higher Education; *Program Budgeting; Writing Instruction; *Writing Laboratories

Lulofs, Roxane Salyer
The Culture of Disbelief: Religious Commitment as a Neglected Variable in Social Science Research.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Research; Higher Education; Persuasive Discourse; *Religion; *Religious Factors; *Research Opportunities; Self Disclosure (Individuals); *Speech Communication; Surveys
IDENTIFIERS- Research Suggestions; Variables

The field of communication seems to ignore how religious commitment informs communication practices. According to the research of B. A. Kosmin and S. P. Lachman, religion "counts in American society." Still, a survey of publications showed that very few scholars consider religion an important topic for communication research. Over the entirety of its publication (17 years), the "Journal of Communication and Religion" has published only a handful of articles (12) concerning the relationship between communication and religion. Those researchers who have devoted their energies to issues concerning religion have demonstrated the richness of the field. They have found, for instance, that the higher an individual's religious commitment, the greater the likelihood of disclosing personal information; or that a view of God as benevolent is negatively correlated with loneliness, while a view of God as wrathful is positively correlated with loneliness. One of the difficulties facing the research of religion is how to define and measure it. Such a measure might take into account: (1) the subject's affiliation; (2) the subject's concept of God; and (3) the subject's understanding of behavioral injunctions. The researcher might look into the following areas for relationships between religion and communication: receptivity to public persuasive messages; patterns of self-disclosure; and the way a person creates a life story. (Contains 34 references.) (TB)

ED 385 874 CS 509 002

Reisman, David, Ed.
The Language of Life with Bill Moyers: Teacher's Guide.
SPONS. AGENCY- Geraldine R. Dodge Foundation, Morristown, NJ.; New Jersey State Council on the Arts, Trenton.
PUB DATE- 95
NOTE- 46p.; Also published in audiocassette and videocassette formats (information in document).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; High Schools; *Language Usage; Literary Genres; *Poetry; *Poets; Teaching Methods; United States Literature
IDENTIFIERS- *Contemporary Literature; *Moyers (Bill)

Designed to be used with the 8-part public television series "The Language of Life with Bill Moyers," this guide serves as a learning resource for the study of contemporary American

*Partnerships in Education; Power Structure; Systems Approach; *Total Quality Management

Thirteen school districts, a regional training network, and a university in Florida formed a partnership to develop support for the implementation of the statewide plan, "Blueprint 2000." Funded by the Florida Department of Education, the partnership used a quality and systems framework for helping the schools and districts in their restructuring efforts. This paper describes first-year outcomes of the project, one of which was the development of the Educational Quality Benchmark System (EQBS). The paper explores the equal importance of focusing on partnership processes and strategies that encourage ongoing identification, dialogue, and negotiation of basic epistemological and philosophical assumptions. These issues contribute to developing a shared vision of the product, processes, and outcomes for successful partnerships. Part 1 defines partnerships, the policy background of the alliance, the purpose of the partnership development, and the project design. Part 2 investigates different beliefs and philosophical assumptions about constructing partnerships around scientific rationalism and social constructivism, choices made both at the personal and organizational levels for the social construction of a partnership around dominator or partnership mental models of power. Factors that contribute to successful partnering include a shared vision, common values, communication structures, the missing trust factor, and power. Part 3 describes two models in the EQBS and their promise for restructuring schooling. It is contended that process is as important as the product. The failure to discern the magnitude of differing world views, the erroneous assumptions made concerning collaboration, the neglect to establish shared definitions and mental models, and the lack of communication structures contributed to misunderstandings among project partners. Transformative partnerships call for a new language that leaves the scientific rational model behind and incorporates some of the premises of humanism, quality, and systems thinking into its processes and work design. Four figures and two tables are included. (LMI)

ED 385 893   EA 026 824

Krop, Cathy S.; And Others
Tracking K-12 Education Spending in California.
PUB DATE- 95
NOTE- 122p.; Supported by School Futures Research.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Costs; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Full State Funding; Income; *Public Schools; *Resource Allocation; School Districts; *School District Spending; Special Needs Students; Student Costs
IDENTIFIERS- *California

The ability of California to provide quality education for its youth depends both on the state's capacity to fund K-12 education and on how the education dollars are used to provide educational services after they are allocated. This report examines how California's federal, state, and local education dollars are spent after they are allocated to K-12 education. Drawing on data provided through California's financial reporting system for counties and school districts as well as on building a comprehensive knowledge base for planning and decision making. Topics include students' developmental characteristics, developmentally appropriate curricula, interdisciplinary teaming, and a review of successful middle-level programs. Chapters 7 and 8 examine restructuring, the role of leadership in school change, and collaboration. The processes of strategic planning--planning, implementing, and evaluating--provide the focuses of chapters 9 through 11. The concluding chapter emphasizes that successful middle-level schools are always in the process of restructuring, It stresses the importance of continuing the inquiry and reflection process and maintaining a climate of change. Twenty-eight figures are included. (LMI)

ED 385 910 EA 026 933

Brock, Barbara L.; Grady, Marilyn L.
Principals in Transition: Tips for Surviving Succession.
PUB DATE- Mar 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Selection; Career Planning; Elementary Secondary Education; Employment Interviews; Information Seeking; Job Applicants; *Job Application; *Leadership; *Leadership Styles; Occupational Mobility; *Principals

This handbook outlines the concerns and potential opportunities about which those who desire or accept a new principalship should be aware before considering such a professional move. The book identifies both potential minefields and the positive aspects of the process. Topics include: (1) obtaining maximum information before applying; (2) preparing for the interview; (3) analyzing personal strengths, needs, and leadership style; and (4) maximizing the possibilities of the first year in a new principalship. Also important are developing an understanding of the existing school culture, making change slowly, and getting to know all the players in the new environment. Principals are advised to thoroughly research the history of the school and its heroes, gather information on school and community demographics, and assess school needs before deciding on a course of action for school improvement. (LMI)

ED 385 911 EA 026 934

National Education Goals Report, 1994. High Expectations for Overseas Dependents' Education.
PUB DATE- 94
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Literacy; Discipline Policy; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Graduation; Mathematics Achievement; *Outcomes of Education; School Readiness; Science Education; Standards
IDENTIFIERS- *Dependents Schools; *National Education Goals 1990

This publication of the Department of Defense Dependents Schools (DoDDS) 1994 report on the National Education Goals marks the

DESCRIPTORS- *Decentralization; *Educational Change; *Educational Policy; Elementary Secondary Education; Lobbying; *Policy Formation; Political Power; *Politics of Education; School Based Management; School Choice; State Action; *State Legislation
IDENTIFIERS- Massachusetts; Minnesota; South Carolina

An examination of education-reform efforts in 50 states for the period 1983-87 found widespread adoption of reforms that were designed to increase state authority over education policymaking. The few decentralizing efforts contrasted sharply with the near universality of the centralizing reforms. This paper presents findings of a study that examined three "deviant" cases of decentralization reforms that occurred in the mid-1980s: the creation of school-improvement councils in Massachusetts; the establishment of citizen oversight in South Carolina; and the enactment of school-choice legislation in Minnesota. Data were derived from personal interviews with the Governor or his education policy advisor, the chief state school officer or a key aide, state legislators, and lobbyists for education interest groups. Two additional rounds of followup interviews were conducted by telephone. A hypothesis was that the theory of political conflict expansion would help to explain the enactment of education reforms. Findings indicate that: (1) strong, committed political leadership from within the political system was central to each reform effort; (2) policy entrepreneurs were important players in all three states; (3) reforms were enacted within the context of a significant expansion of political conflict from the subsystem to the macrosystem arena; and (4) the influence of policy entrepreneurs was mediated by shifts in political power. It is concluded that political leaders inside the system were responsible for molding the political system to create policy innovations. Twenty-nine notes contain bibliographic data. (LMI)

ED 385 928 EA 026 955

Fuller, Bruce
Who Gains, Who Loses from School Choice: A Research Summary.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Access to Education; Educational Opportunities; Elementary Secondary Education; *Equal Education; *Information Dissemination; Magnet Schools; Nontraditional Education; Racial Integration; *School Choice; Selective Admission; Socioeconomic Influences

Although the school-choice movement has spread quickly, little time has been taken to assess whether the claimed benefits of school choice have actually been realized. This policy brief summarizes empirical evidence to date and addresses the following questions: Who gains from school choice and who loses? Do innovative school organizations arise under liberalized market conditions? and Do children in choice programs learn more? The brief focuses on three programs--voucher experiments in Milwaukee (Wisconsin) and San Antonio (Texas), and magnet schools in Montgomery County, Maryland. Findings indicate that: (1) choice programs designed to select higher achieving students may shut out lower income families; (2) choice programs that provide greater cultural continuity between home and school may yield achievement benefits; (3) however, each school's particular ethnic identity may erode progress toward racial integration; (4) school choice does not

Miles, Karen Hawley
Understanding the Rising Cost of Public Schooling: Exploring the Growth in Instructional Costs.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Size; Compensation (Remuneration); *Costs; Educational Economics; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Expenditures; Inflation (Economics); Longitudinal Studies; *Public Schools; *Teacher Salaries; *Teacher Student Ratio

Many argue that infusions of money have not helped to improve schools and that the American system of public education has failed. This paper describes the problems and puzzles posed by existing data and research on public school spending over time, with a focus on instructional spending. It compares 1990 current account spending to 1960 spending, based on a review of data from three sources: (1) the National Center for Education Statistics (NCES); (2) organizations that collect information on staffing, schools, and working conditions--the Educational Research Service, the American Federation of Teachers, and the National Education Association; and (3) studies of programs at the state, school district, and local levels. The data show that spending on instruction accounted for over 70 percent of the total growth in spending since 1960. Current account expenditures rose from a nationwide average of $1,700 per pupil in 1960 to $5,193 in 1990, which represents an average growth rate of 3.8 percent per year over inflation. No single explanation for the increase in education spending exists. Compensation for teachers and growth in staff were both important contributors to cost per unit. Rising levels of teacher experience and education appear to have pushed teachers to higher average salaries. Pupil-teacher ratios may not square with teacher-reported classroom sizes because of the growing use of teacher aides, teacher time outside of the classroom, growth in programs for students with special needs, and changes in the allocation of teaching resources by school level or subject. One table is included. Contains 63 references. (LMI)

ED 385 947 EA 026 982

Kirst, Michael W.
Overview Paper on Recent Research on Intergovernmental Relations in Education Policy.
PUB DATE- Aug 95
NOTE- 21p.; Revision of paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Block Grants; *Categorical Aid; *Educational Policy; Elementary Secondary Education; *Federal Regulation; *Federal State Relationship; *Government School Relationship; Institutional Autonomy; New Federalism; Policy Formation; State Regulation

The history of intergovernmental relations in educational policy

PUB DATE- 30 Sep 90
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Software; *Drills (Practice); Elementary Secondary Education; Learning Disabilities; *Mathematics Instruction; *Mild Disabilities; Program Development; Program Evaluation; *Remedial Mathematics; Teaching Guides

This report describes the federally funded development and field testing of a math drill and practice computer software program for students with mild disabilities. Program features include: pre-assessment of pupil speed and accuracy, automatic placement of the pupil in appropriate problems for practice, automatic monitoring of pupil performance, and automatic adjustment of practice problems. Field testing was undertaken with junior and senior high students with learning disabilities as well as with grade 4-5 students without disabilities. A user's manual included with the report offers a quick reference to basic operations of the program, detailed information regarding each program component and associated decision-making algorithms, and a glossary of terms. A teacher's handbook provides guidelines for applying drill and practice in special and remedial math instruction, explains the theoretical and research basis for drill and practice, and includes a 40-item bibliography. A paper entitled "Microcomputer-Based Assessment of the Speed of Retrieval of Multiplication Facts, Extended Practice, and the Development of Automaticity" by Michael M. Gerber et al. is also appended. It reports on a study with elementary students who performed poorly in arithmetic. (Contains 28 references.) (SW)

ED 385 965 EC 304 159

Bullis, Michael; And Others
Assessing the Job-Related Social Skills of Adolescents and Young Adults with Behavioral Disorders: Development and Preliminary Psychometric Characteristics of Two Measures.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 185p.; Document contains some small print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Behavior Change; *Behavior Disorders; *Behavior Rating Scales; Employment Problems; Evaluation Methods; Interpersonal Competence; *Job Skills; Secondary Education; Skill Development; *Social Behavior; *Student Evaluation; Test Construction; *Vocational Adjustment; Young Adults

This report describes the development and testing of two measures of job-related social behavior of adolescents and young adults, ages 14-21, with behavior disorders (BD). Following an introduction of the concept of job-related social behavior, detailed descriptive information and data are provided on development and field testing of the instruments and results of validity studies. The Job-Related Social Skills Assessment Battery, which is based on content analysis of the kinds of social problems and interactions experienced by youth with BD

NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Day Care Centers; *Delivery Systems; *Disabilities; *Inclusive Schools; Models; Preschool Education; Regular and Special Education Relationship; *Special Classes; Special Education; State Surveys; *Student Placement
IDENTIFIERS- *Iowa

This study examined the prevalence of different program models for early childhood special education services (ECSE) to children with disabilities, ages 3-5, in Iowa. The degree to which children in ECSE programs received special education services in settings with their peers who did not have disabilities was also investigated. The study sample represented 20 percent of Iowa children enrolled in ECSE center-based programs, randomly selected; 536 usable surveys were obtained. Interviews were conducted with each child's primary special education provider. It was found that roughly 71 percent of ECSE children are placed in program models designed to provide services solely to children in special education. Program models included self-contained ECSE programs (66.2%), co-located special education programs (13%), and self-contained ECSE programs plus community-based early childhood proramming (9.1%). The amount of integration with peers who were not disabled varied significantly for different program models. The majority (66.4%) of children in the sample received less than 10 percent of their special education services in settings with their peers without disabilities. The survey instrument is appended, along with definitions of program models. (Author/SW)

ED 385 985 EC 304 186

Strain, Phillip S.; Kohler, Frank W.
Programmatic Research on Social Interaction Maintenance and Generalization with Severely Handicapped Preschoolers. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 11 Nov 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Autism; Classroom Observation Techniques; Contingency Management; Early Intervention; *Generalization; Instructional Effectiveness; *Interpersonal Competence; Mainstreaming; *Maintenance; *Peer Relationship; Peer Teaching; Preschool Education; *Severe Disabilities; Skill Development; *Teaching Methods

This document presents the final report of a 4-year project (ending in 1991) which conducted six studies of the impact of various peer-mediated interventions on the acquisition, generalization, and maintenance of social interaction skills of preschoolers with severe disabilities. The report covers project objectives, the project's theoretical framework, descriptions of the six individual studies, methodological problems, and the project's impact. Major impacts are reported in terms of products, including observational protocols for assessing preschool children's social and supportive interactions, and dissemination activities such as publication of journal articles, presentations at professional conferences, and dissemination of classroom instructional materials. Reports

DESCRIPTORS- Adolescents; *Agency Cooperation; Children; Coordination; *Delivery Systems; Eligibility; *Emotional Disturbances; Institutional Cooperation; *Integrated Services; *Mental Health Programs; Referral; Teamwork
IDENTIFIERS- *Child and Adolescent Service System Program; *Pennsylvania

The service delivery model of the Pennsylvania Children and Adolescent Service Systems Program (CASSP) is explained, and the 1983 federal initiative that launched this system is discussed. The federal CASSP initiative was developed to improve systems of care to ensure that the underserved population of children and adolescents with severe emotional disturbances had access to and received a range of services to meet their multiple needs. The goal of the initiative was to develop, at the local level, a well-coordinated system of care. The following materials from the Pennsylvania CASSP are provided: examples of completed interagency team service plans; brochures describing CASSP and family-based mental health services of Pennsylvania; eligibility and referral procedures; a referral form; a release of information form; a form to provide summaries of the child's background and mental health problems; a description of the Potter County Human Services CASSP; a list of values and principles for the system of care; and a list of components of the system of care, including mental health services, social services, educational services, health services, vocational services, recreational services, and operational services. Contains eight references. (SW)

ED 386 003 EC 304 205

Handbook on: Rights, Responsibilities, Procedures.
PUB DATE- 7 Feb 95
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Deafness; *Disabilities; *Discipline Policy; Due Process; Elementary Secondary Education; Guidelines; Rehabilitation Centers; *School Policy; *Special Schools; Student Behavior; Student Responsibility; Student Rights; *Visual Impairments
IDENTIFIERS- Illinois Department of Rehabilitation Services

This handbook presents policies and procedures that affect three schools operated by the Illinois Department of Rehabilitation Services to serve students with disabilities: the Illinois Center for Rehabilitation and Education-Roosevelt, Illinois School for the Deaf, and the Illinois School for the Visually Impaired. The handbook includes information on the code of conduct; rights and responsibilities of students, parents, and staff members; infractions; disciplinary actions; and the appeals procedure. Information is also provided on: mail, using the telephone, home visits, prearranged absences, vacations and holidays, the student trust fund, religious activities, sex equity, the status of students 18 years of age and older, the Family Educational Rights and Privacy Act and the Illinois School Student Records Act, vocational and educational counseling, work programs for students, and medical programs and policies. Appended are the text of the Illinois administrative codes on due process hearings and mediation and a disciplinary action form. (SW) appeared that both treatments had a temporary effect in the first test, while both had long-term effects in the other test. It is concluded that both techniques may work well, at least in the short term, for this population. (MSE)

ED 386 022 FL 023 059

Kubota, Mikio
Corrective Feedback by Experienced Japanese EFL Teachers.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Behavior Patterns; Classroom Research; Classroom Techniques; *English (Second Language); *Error Analysis (Language); *Error Correction; *Feedback; Foreign Countries; Grammar; High Schools; Instructional Effectiveness; Language Research; *Language Teachers; Language Usage; Morphology (Languages); Phonology; Second Language Instruction; Syntax; *Teacher Behavior

This study investigated English-as-a-Foreign-Language (EFL) teachers' patterns of verbal behavior concerning student errors, the relationship between error type and teacher treatment, and the effect of error treatment on subsequent student outcome. Subjects were students in seven EFL classes in Japanese high schools, taught by native Japanese speakers. Results show that: (1) the teachers ignored one-third of linguistic errors, repeated less than one-third of incorrect utterances of the students, and treated high-frequency errors often; (2) teachers used more explicit than implicit feedback; (3) other-correction predominated over self-correction; (4) phonological and morphosyntactic errors were likely to trigger a side explanation sequence than lexical errors; (5) both global and local errors resulted in a side sequence more frequently than a main sequence; and (6) reduced repetitions with emphasis on a key word, repetitions without change of error and explicit feedback were likely to result in success in modification of the student's previous utterance. Pedagogical implications are drawn. (MSE)

ED 386 023 FL 023 060

Kubota, Mikio
The Role of Negative Feedback on the Acquisition of the English Dative Alternation by Japanese College Students of EFL.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Classroom Communication; Classroom Research; Classroom Techniques; College Students; Comparative Analysis; *English (Second Language); *Error Correction; *Feedback; Foreign Countries; *Grammar; Higher Education; Instructional Effectiveness; Language Research; Second Language Instruction

This study investigated what forms of feedback, if any, helped students of English as a Foreign Language (EFL) learn grammar. Subjects, 100 Japanese college students of EFL, were given two types of tests on English dative ("to/for") alternation, then divided into five groups, according to the type of feedback they received: (1) group A was given information concerning the grammatical rules, as explicit negative feedback; (2) group B was told their answers were incorrect; (3) group C was given of Spoken Language Under varying Interactional Conditions" (V. Berry); "The Grammatical Awareness and Knowledge of Hong Kong Teachers of English" (S. Andrews); "Some Characteristics of Native and Non-Native Speaker Teachers of English" (A. McNeill); and "Using Concurrent Verbal Reports as Teaching Tools in Language Teacher Education" (M. Falvey). (MSE)

ED 386 043 FL 023 206

Halliday, M. A. K.
A Language Development Approach to Education.
PUB DATE- 94
NOTE- 15p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Epistemology; Foreign Countries; *Language Acquisition; *Language Processing; *Language Role; *Learning Processes

A discussion of language development and its role in the educational process focuses on the ways in which children use language to order experience. It is proposed that if human experience is construed in the form of language, then the way in which language is acquired can give insight into the fundamental nature of learning. These conclusions are drawn: (1) in the process of individual language development, children are re-enacting the history of human knowledge; (2) knowledge first becomes dialogic; (3) major steps in language development renew the connection between self and the outside world; (4) children are progressively reconstruing experience away from immediate and concrete to abstract and metaphorical categories, creating new dimensions of semantic space; (5) the learner is constantly building grammar from discourse and discourse from grammar; (6) the learner often regresses and reconstructs (spiralling); and (7) metaphoric categories of meaning require the learner to adopt, simultaneously, two complementary perspectives on experience. Contains nine references. (MSE)

ED 386 044 FL 023 207

Tzeng, Ovid J. L.
Chinese Orthography and Reading: A Clarification.
PUB DATE- 94
NOTE- 23p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Brain Hemisphere Functions; *Chinese; Foreign Countries; *Language Processing; Language Research; Linguistic Theory; Memory; Neurolinguistics; *Orthographic Symbols; Phonology; *Reading Processes; *Written Language

Recent research on Chinese orthography is reviewed in a discussion of the relationship between orthographic symbols and reading processes. Specifically, these issues are addressed with relation to research findings: the difficulty of learning Chinese logographs, particularly with regard to learning disabilities and biliteracy; whether reading in Chinese

ED 386 063 FL 023 228

Hill, Monica
A Word in Your Ear: To What Extent Does Hearing a New Word Help Learners To Remember It?
PUB DATE- 94
NOTE- 18p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Auditory Stimuli; *Aural Learning; College Freshmen; *English (Second Language); English for Academic Purposes; Foreign Countries; Higher Education; *Language Processing; Language Research; Learning Processes; Phonology; Pronunciation; *Retention (Psychology); Second Language Learning; *Vocabulary Development
IDENTIFIERS- University of Hong Kong

This study investigated the effects of phonological processing on vocabulary development of learners of English as a Second Language. A list of 30 relatively unfamiliar academic English words of from 1-4 syllables was developed. A control group of 28 subjects, first-year students in a University of Hong Kong English enhancement course, were given 15 minutes to study the words, then asked to reproduce them both in writing and orally. A similar experimental group was given the list in a language laboratory and could hear the words pronounced on tape. Both groups were then given the list of words in random order and asked to match them with a contextualized meaning and Chinese translation. After this, subjects were asked to pronounce the target words or parts that they could remember. Subjects repeated the recall exercise a week later. Results indicate no significant difference between the two groups on written early recall, but the control group recalled significantly less after a week. The control group generally produced more accurate spelling. In oral recall, the experimental group produced 70 percent more correct words than the control group in early recall and 54 percent more in later recall, confirming that the phonological dimension improves learners' overall vocabulary learning ability. Contains 11 references. Wordlists used in the study are appended. (MSE)

ED 386 064 FL 023 229

Allison, Desmond; And Others
Pig in the Middle? Effects of Mediating Tasks on Cognitive Processing of Text.
PUB DATE- 94
NOTE- 30p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cognitive Processes; College Freshmen; College Students; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; *Language Processing; Language Research; Oral Language; *Reading Comprehension; Second Language Instruction; Second Language Learning; Written Language
IDENTIFIERS- Paraphrase; *Summarization; University of Hong Kong

(143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Full Time Students; Grants; Higher Education; National Surveys; Part Time Students; *Student Financial Aid; *Student Loan Programs; Tables (Data); Work Study Programs
IDENTIFIERS- *National Postsecondary Student Aid Study; Pell Grant Program

This analysis studied combinations of different types and sources of undergraduate financial aid, called packages, and showed the percentage of undergraduates receiving these packages and the average amount awarded in each types of package. The 1989-90 National Postsecondary Student Aid Study (NPSAS:90) provided the data used for the study. Significant findings include: (1) 43 percent of all undergraduates received student aid in 1989-90; (2) 56 percent of full-time/full-year undergraduates and 32 percent of part-time/part-year undergraduates received aid; (3) the average amount of aid received by all aided undergraduates was $3,606; (4) the most commonly awarded package was "grant only" with 35 percent receiving this type of package; (5) the second most frequently awarded aid package wa a "grant and loan" type with 12 percent receiving this type; (6) the largest average award, defined by type of aid, was $8,745; (7) for those who received aid, more than one-third of the independent full-time/full-year undergraduates and 18 percent of the dependent full-time/full-year undergraduates received only federal aid; and (8) seven percent of the full-time/full-year undergraduate Pell Grant recipients got the "Pell only" package while 93 percent received both a Pell Grant and other aid. (JB)

ED 386 084   HE 028 486

Lunde, Joyce Povlacs; And Others
Reshaping Curricula: Revitalization Programs at Three Land Grant Universities.
PUB DATE- 95
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; Change Strategies; *College Curriculum; College Instruction; Computer Uses in Education; Curriculum Design; *Curriculum Development; *Educational Change; Ethics; General Education; Higher Education; *Land Grant Universities; Organizational Change; Undergraduate Study; Writing Across the Curriculum
IDENTIFIERS- Capstone Courses; *Reform Efforts; University of Minnesota; University of Nebraska Lincoln; University of Wisconsin Madison

This volume contains 25 papers describing large curriculum revitalization projects from 1986 through 1991 at the University of Wisconsin-Madison, the University of Minnesota, and the University of Nebraska-Lincoln. The papers are: "A Theoretical Context for Designing Curricula in the Agricultural and Life Sciences" (Robert G. Kranz, Jr.); "Challenging Faculty to Improve Teaching and Learning" (Joyce Povlacs Lunde); "Partners in Curriculum Development" (Maurice Baker and Rebecca L. Thomas); "Curriculum Revitalization and Organizational Change" (Laurie Schultz Hayes); "Determining the Components of a Program of General Education" (Robert G. Kranz, Jr.); "Shifting the Curriculum Paradigm in a Land Grant College" (Bruce Johnson and others); "Developing Learner Outcomes to Support a Curriculum" (Laurie Schultz Hayes); "Student Portfolios for Academic and Career Advising" (Laurie Schultz

(141)
DESCRIPTORS- Administrators; Classroom Techniques; College Faculty; *College Instruction; Doctoral Programs; *Educational Attitudes; *Graduate Students; Higher Education; Mentors; Program Effectiveness; *Program Evaluation; *Seminars; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- *City University of New York; *College Teacher Preparation Program

This report describes a 3.5-year program to prepare graduate students at the City University of New York (CUNY) for the professorate. A total of 90 Ph.D. students from 31 disciplines participated in a semester-long comprehensive seminar with readings and other assignments, followed in the next semester by monthly meetings and a part-time teaching position at a local college monitored by a master professor. An evaluation of the program and the participants found that the program had a positive impact on the knowledge, attitudes, and confidence of the student participants toward college teaching. It was also discovered that the program clarified and organized the experiences and thoughts of the college faculty and administrators who took part as advisors, presenters, and mentors. Seven appendixes provide: (1) schematic illustration of major project activities; (2) curriculum outlines; (3) agendas for monthly practicum meetings; (4) bibliographies of student readings and sample student assignments; (5) student, faculty, and administrator survey forms; (6) evaluation results; and (7) a sample certificate of completion. (MDM)

ED 386 103   HE 028 511

Reed, Jeannie, Ed.
Statistical Profile of Higher Education in West Virginia, 1994-95.
PUB DATE- 95
NOTE- 213p.; For the 1993-94 Statistical Profile, see ED 371 653.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *College Faculty; *Colleges; Community Colleges; *Degrees (Academic); Demography; *Educational Finance; *Enrollment; Higher Education; Private Colleges; Public Colleges; Sex Differences; State Surveys; State Universities; Tuition; *Universities
IDENTIFIERS- *West Virginia

This publication provides statistical data on enrollment, degrees conferred, faculty, and financing at West Virginia's 16 public colleges and universities. It also provides selected data for the 10 independent colleges and universities in the state. Chapter 1 provides headcount and full-time equivalent (FTE) enrollment data from 1985 through 1994, as well as more detailed information on Fall 1994 headcount and FTE enrollment according to various demographic factors. Chapter 2 provides data on degrees conferred by program, institution, and gender. Chapter 3 provides data on faculty characteristics, including rank, highest degree held, age, tenure status, salary, and gender. Chapter 4 provides fiscal data, including total operating and capital expenditures, educational and general revenues, educational and general expenditures, other revenue and expenditures, and regular student fees. (MDM)

ED 386 104   HE 028 512

Bennof, Richard
Selected Data on Federal Support to Universities and Colleges, Fiscal Year 1993. Selected Data Tables.

emergence of tenure as an issue of media attention and public debate. A supplement contains reources for 1995 including publications; audiocassettes; listserve; fax/access; and periodicals. (JB)

ED 386 124 HE 028 532

Ng, Todd C. Y.; Wong, Andrew L. S.
Differential Fee: From Conceptualisation to Implementation.
PUB DATE- May 95
NOTE- 16p.; Paper presented at the Annual Association for Institutional Research Forum (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Economic Impact; *Educational Finance; Fees; Foreign Countries; Higher Education; Marketing; Open Universities; Program Development; Student Attitudes; Teacher Attitudes; *Tuition
IDENTIFIERS- Differential Fees; Hong Kong; *Open Learning Institute of Hong Kong

A differential fee policy was adopted at the Open Learning Institute (OLI) of Hong Kong after a process of conceptualization, planning, proposal, approval and implementation. Under the differential fee policy different tuition rates were charged for different courses. The differential fee policy was conceptualized at OLI based on economics, financial, social, marketing, and operational considerations. Supply and demand economics provided the theoretical basis for the concept. Financial gains were anticipated due to the elasticities scenario, inflow of new students, and their course enrollments. Empirical evidence from market research surveys and interviews indicated that there could be support among students and the public for such a scheme. Lowering fees for entry level classes could dispel a perception that OLI fees were high. The new policy would not lead to any significant increase in operational efforts. Financial analysis indicated that income would increase by 15 percent immediately through fees and by 90 percent in throughput income. Student, staff and leadership concerns were overcome through talks with the student union, meetings with staff, and work with the governing council. Since the new fee structure was approved in 1992, enrollment has increased 8 percent, and overall fee revenue has increased by 23 percent. There have not been complaints or media queries about the policy. (JB)

ED 386 125 HE 028 533

Smyrniou, Georgia
Equality versus Equity between Men and Women Students in the UIUC.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Equal Education; Foreign Students; Higher Education; *Justice; *Sex Differences; *Student Attitudes; Teacher Student Relationship; Teaching Assistants
IDENTIFIERS- *Equality (Social); *University of Illinois Urbana

employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are provided. (MN)

ED 385 684 CE 068 579

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
PUB DATE- 94
NOTE- 130p.; For earlier version, see ED 301 741; for other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; Cement Industry; Competency Based Education; *Construction (Process); Construction Industry; *Construction Materials; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Structural Building Systems; Student Evaluation; Teaching Guides

This instructor's guide contains the materials required to teach a competency-based introductory course in concrete reinforcing to students who have chosen to explore careers in construction. It contains three units: concrete reinforcing materials, concrete reinforcing tools, and applied skills. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A basic skills documentation matrix and competency profile are provided. (YLB)

ED 385 685 CE 068 580

Introduction to Construction Welding. Instructor Edition. Introduction to Construction Series.
PUB DATE- 94
NOTE- 201p.; For other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; Competency Based Education; *Construction (Process); Construction

Administration; Program Costs; *Program Development; Program Implementation; Teaching Methods
IDENTIFIERS- Canada; Great Britain

This book is designed to help people who want to know whether distance education is useful for them. It suggests what questions to ask in considering whether distance education makes sense in a particular context and examines the different ways in which it can be organized. Chapter 1 considers who it can teach, what it can be used for, and how well it works. Chapter 2 looks at the resources a new distance education program demands: financial support, staff, communication services, provision of face-to-face support, educational support from other schools and colleges and other parts of government, and political backing. Chapter 3 focuses on the services to be provided to students. It deals with the necessary functions of a distance teaching institution, teaching methods, the production of materials, the work of writers, students and tutors, and the award of credit. Chapter 4 addresses the choice of an organizational and administrative structure. Six organizational models are described and compared. Chapter 5 considers the cost of distance education, including fixed and variable costs, calculating a budget, comparison of costs with those of conventional education, and funding. Chapter 6 deals with planning: who should do the planning, what needs to be done in the planning phase, what staff is needed, what is left for the development phase, and how long it will take. Contains 11 references. (YLB)

ED 385 704 CE 069 583

Kemple, James J.; And Others
Florida's Project Independence. Benefits, Costs, and Two-Year Impacts of Florida's JOBS Program.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.; Ford Foundation, New York, N.Y.
PUB DATE- Apr 95
NOTE- 287p.; For the first-year report, see ED 366 804.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Cost Effectiveness; *Employment Services; Federal Legislation; *Job Placement; *Job Training; *One Parent Family; Program Effectiveness; Program Evaluation; State Programs; Wages; *Welfare Recipients
IDENTIFIERS- Florida; Job Opportunities and Basic Skills Program

An evaluation addressed whether Project Independence, Florida's Job Opportunities and Basic Skills Program, had reduced welfare costs and increased the employment, earnings, and income of welfare recipients. It examined the experiences of more than 18,000 Aid to Families with Dependent Children (AFDC) applicants and recipients from 9 randomly chosen counties in Florida between July 1990 and August 1991. Each sample member was assigned at random to either a program or control group. Information about their employment, earnings, AFDC receipt, and Food Stamp receipt was collected for 2-3 years. Findings revealed both the program's potential and limitations. Over a 2-year follow-up period, Project Independence produced average AFDC savings of $265 per program group member. It increased average 2-year earnings by only $227 per program group member. During the evaluation period, the project evolved from its original design to a program with fewer resources to spend on the typical participant. For sample members who were referred

Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Washington

This performance report for program year 1994 outlines the accomplishments and benefits to individuals in Washington State as a result of programs funded by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, PL 101-392. The report records enrollment information, projects conducted, accomplishments, and future needs for the following areas: (1) performance standards and core measures; (2) secondary, postsecondary, and adult programs; (3) single parents, displaced homemakers, and single pregnant women; (4) sex equity; (5) criminal offenders in correctional institutions; (6) special populations; (7) state leadership and professional development; (8) community-based organizations; (9) consumer and homemaking education; (10) tech prep; (11) integrating applied academics; and (12) career guidance and counseling. Two tables contain secondary and postsecondary enrollment statistics by program area and by sex. (KC)

ED 385 722 CE 069 627

Kansas Vocational Education Performance Report for Fiscal Year 1994. Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.
PUB DATE- 10 Jan 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consumer Education; Correctional Education; Demonstration Programs; Early Parenthood; Educational Improvement; *Enrollment; Home Economics; Mothers; One Parent Family; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; Sex Fairness; State Programs; State Standards; Student Evaluation; Technical Education; Tech Prep; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Kansas

This performance report for program year 1994 outlines the accomplishments and benefits to individuals in Kansas of the state's vocational-technical education program, especially as a result of programs funded by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The report records enrollment information, projects conducted, accomplishments, and future needs for the following areas: (1) performance standards and core measures; (2) secondary, postsecondary, and adult programs; (3) single parents, displaced homemakers, and single pregnant women; (4) sex equity; (5) criminal offenders in corrections institutions; (6) special populations; (7) state leadership and professional development; (8) community-based organizations; (9) consumer and homemaking education; (10) tech prep; (11) integrating applied academics into vocational education; and (12) career guidance and counseling. Four appendixes contain the following: enrollment information by program area, level, and sex; information about systems of measures and standards of performance for Kansas; program highlights for each of the program areas; and strategic directions for Kansas education for fiscal year 1994. Some accomplishments recorded in the state include provision of services to 51,744 persons, special services to 425 severely disadvantaged youth, tech prep for 1,677 students, and awarding of $10.8 million to local education agencies that served 89,622

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Career Education; *Career Guidance; *Counseling Techniques; *Counselor Role; *Demonstration Programs; Evaluation Criteria; Guidelines; High Schools; Models; Program Design; Program Evaluation; *Program Improvement; *School Counselors; Tech Prep; Vocational Schools

This monograph synthesizes information gathered during pilot tests and presents material relevant to developing and implementing a comprehnsive career development program. It provides valuable information for those wishing to improve their career guidance and counseling programs. Discussed in chapter 1 are the following topics: the role of continuous and sequential career awareness, exploration, and placement/follow-through adjustment activities in development of students' career identities; school counselors' role in helping students develop career identities and the need to free counselors from administrative support duties; and challenges posed by increasingly diverse student populations. Chapter 2 outlines a framework using clusters of components pertaining to the following aspects of program delivery/support to identify exemplary guidance programs serving diverse populations: delivery of career guidance programs, collaboration and articulation efforts, and institutional leadership and support given to the career guidance and counseling program. Described in chapter 3 are efforts at the following schools to build comprehensive, integrated career guidance and counseling programs: Springdale High School in Springdale, Arkansas; Metro Tech, a vocational school in Oklahoma City, Oklahoma; and Bryan High School in Omaha, Nebraska. Chapter 4 discusses the national Career Development Guidelines, which served as a catalyst for improving career guidance programs at the three schools. Chapters 1 and 2 contain a total of 23 references. Appended is a schematic depicting a school-to-work model for tech prep. (MN)

ED 385 740 CE 069 654

Winters, Clyde A.
Neurobiological Learning and Adult Literacy.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Brain Hemisphere Functions; Classroom Techniques; *Learning Processes; *Literacy Education; Memory; Neurolinguistics; *Neurological Organization; Remedial Reading; *Teaching Methods
IDENTIFIERS- *Neurobiology

This document, which is designed for adult literacy practitioners, differentiates between the different types of literacy, explains the principles of neurobiological learning and their relationship to the development of literacy and numeracy skills, and presents a neurobiology-based technique of literacy instruction. The differences between conventional, functional, and cultural literacy are explained, and conflicting theories of literacy outlined. Discussed in a section on the relationship between brain anatomy and learning are the following topics: molecular mechanisms underlying mental processes, role of the brain's different parts in perception and learning, physiological and behavioral

SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 91
NOTE- 40p.; For related documents, see CE 069 692-693.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Arithmetic; Classroom Techniques; Educational Benefits; Foreign Countries; *Literacy Education; *Numeracy; *Sequential Approach; *Spiral Curriculum; *Whole Numbers
IDENTIFIERS- Ontario (Toronto)

This booklet is a designed to introduce adult basic education/literacy instructors to a spiral sequencing approach that may be used to teach whole number skills. The booklet begins with a brief discussion of integration of numeracy into literacy instruction. Discussed next are the benefits of using a spiral sequence for numeracy facilitation and basic differences between the proposed spiral approach and the conventional linear approach found in many mathematics textbooks. The booklet's scope and structure are explained, and suggestions for using it are provided. A two-part spiral numeracy sequence, consisting of a 16-step preoperation sequence and a 23-step sequence for introducing whole number operations, is presented in detail. Concluding the booklet are linear sequences for addition, subtraction, multiplication, and division. (MN)

ED 385 759 CE 069 692

Ciancone, Thomas
Numeracy Books for Adult Learners. An Annotated Bibliography.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 91
NOTE- 42p.; For related documents, see CE 069 691-693.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Basic Education; Annotated Bibliographies; Arithmetic; Basic Skills; *Classroom Techniques; *Daily Living Skills; Foreign Countries; Instructional Materials; *Literacy Education; Mathematics Skills; Number Concepts; *Numeracy; *Resource Materials; Skill Development; Teaching Guides; *Teaching Methods
IDENTIFIERS- Great Britain; Ontario (Toronto)

This annotated bibliography profiles 27 print publications about and for adults whose mathematics skills are below the eighth-grade level. Entries describing the following materials are presented: 5 handbooks/guides (including an introduction to numeracy teaching, adult numeracy training pack, and manual for teaching place value); 2 publications devoted to issues in numeracy (collections of articles on the philosophical and political aspects of numeracy instruction for adults and numeracy in Great Britain); 6 function-oriented learner/facilitator materials (including materials about family math, everyday math, and math for work and home); and 20 skill-based learner/facilitator materials (including workbooks, training packages, and series of materials about working with numbers, strengthening math skills, developing strategies for computation and problem solving, basic math skills, and mathematics in daily living). Each entry contains some or all of the following: title, author, format, description of content, suggested application(s), and ordering information. (MN) adapting/coping with change; solving problems and critical thinking; maintaining safe and healthy environment; demonstrating work ethics and behavior; demonstrating technology literacy; maintaining interpersonal relationships; and demonstrating team work. The list is followed by four sections that provide the following: (1) a narrative for language arts-related academic skills for the NATEF collision repair and refinish technician task lists; (2) a matrix showing how the language arts skills relate to the NATEF technical skills for collision repair and refinish and definitions of these applications; (3) a list of the language arts/communication skills integrated into the structural analysis and damage repair skills; and (4) the NATEF task list listing the technical skills for collision repair and refinish occupations. (KC)

ED 385 777 CE 069 738

Wagner, Judith O.
Using the Internet in Vocational Education. ERIC Digest No. 160.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Electronic Mail; Electronic Text; Higher Education; Information Networks; Postsecondary Education; Secondary Education; Teleconferencing; Vocational Education
IDENTIFIERS- ERIC Digests; *Internet

Vocational educators are using the Internet in various ways. The director and associate professor of vocational-technical education at Dakota State University uses the Internet primarily for electronic mail. Students in a secondary vocational teacher's international trade and marketing class have participated in real-time conferences with schools in Finland, Israel, and many places in the United States. Students in the University of Florida counseling program use e-mail, search the World Wide Web (WWW) for information, and have group e-mail sessions. Advantages of using the Internet include the following: ability to arouse students' interest, ease of communication among teachers for sharing ideas, availability of new resources, potential to develop new relationships all over the world, and possibility of interaction with experts. Problems are antiquated hardware and software; lack of technical and curriculum support; lack of coherent structure, stability, and documentation; and lack of training, censorship, and quality control. (This digest includes lists of listservs, newsgroups, WWW sites, addresses, and electronic journals and newsletters of interest to vocational educators. Contains seven references.) (YLB)

ED 385 778 CE 069 739

Lankard, Bettina A.
New Ways of Learning in the Workplace. ERIC Digest No. 161.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.

during scheduled visits may be highly effective towards addressing the children's needs, facilitating reunification, and stabilizing the foster placement. Implications for professionals are discussed with a focus on the schisms which ultimately fragment the foster care system. (Contains 70 references). (Author)

ED 385 797 CG 026 302

Wright, Pam; Vaughan, David
Students for Safer Sexuality: A Peer Education Program Addressing the Postponement of Sexual Involvement and the Prevention of Unwanted Pregnancy, HIV and Other Sexually Transmitted Diseases.
PUB DATE- Jul 94
NOTE- 8p.; Produced under "Project SEED."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; High Schools; Intervention; Outreach Programs; *Peer Counseling; Peer Influence; *Peer Teaching; Program Development; *Sex Education; *Sexuality
IDENTIFIERS- *Peer Facilitators; Peer Mediation; *Safe Sex Practices

Students for Safer Sexuality is a peer education program designed to train 11th and 12th graders to be key agents in the delivery of sexuality education, HIV prevention, and communication skills programs. There were 15 students involved in the first year and 20 students currently involved. Participants are trained to lead discussion groups, present skits and information, and help improve communication and decision-making skills. This paper provides an overview of the program, lists the resources used, and provides suggestions for implementing similar programs. (JE)

ED 385 798 CG 026 303

Mansfield, Deborah; And Others
Whose Problem Is It!
PUB DATE- Jul 94
NOTE- 11p.; Produced under "Project SEED."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Change Strategies; *Consciousness Raising; *Group Discussion; Group Dynamics; Intermediate Grades; Junior High Schools; *Middle Schools; Participative Decisionmaking; Teamwork; *Training Methods; *Workshops
IDENTIFIERS- *Student Empowerment

"Whose Problem Is It" is a workshop for middle level students that encourages their participation, input, and ownership in accomplishing change in the middle level school policies, program and procedure. The workshop revolves around making the school environment a happy, healthy, and productive place for learning. It consists of activities on team building, leadership training, and developing skills in the areas of communication, problem solving, time management, self-awareness and caring for self and others. Students identified their successes and roadblocks in their educational experience that impacted the school environment for themselves and others. All six middle level teachers were directly involved in the planning, organization and evaluation of the project. Parents provides an overview and supplies a context for cooperative learning and then defines cooperative learning. The booklet then presents several models of the teaching strategy and discusses how to begin (i.e., providing the requisite "classroom climate" for cooperative learning). Diverse classroom activities are presented and several classroom management issues are discussed in this section. The booklet concludes by discussing curriculum adaptation--emphasizing 2 models of cooperative learning: D. W. and R. T. Johnsons' learning together and Spencer Kagan's structural approach. (NKA)

ED 385 819 CS 012 219

McCullough, Carolyn L.
A Survey of Reasons for Book Selection of 6th Grade Students.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; *Grade 6; Intermediate Grades; Middle Schools; Questionnaires; *Reading Material Selection; Reading Research; *Sex Differences; *Student Attitudes; Student Surveys
IDENTIFIERS- Middle School Students

A questionnaire was distributed to 81 sixth-grade students in an effort to find out the reasons why they chose one book over other books. The 2-item questionnaire was also used to compare reasons given by male and female students to see if there were differences in their responses. Subjects were from 4 classrooms chosen at random from 7 classrooms from a middle school during the 1994-95 school year. The questionnaire asked which book (from a list of 7 books) did the students choose first in the unit on animals and why they chose that book. Results indicated no significant difference--both boys and girls responded that they liked stories about animals. (Contains one table of data and four references. The questionnaire is attached.) (Author/RS)

ED 385 820 CS 012 222

Harris, Theodore L., Ed.; Hodges, Richard E., Ed.
The Literacy Dictionary: The Vocabulary of Reading and Writing.
PUB DATE- 95
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Definitions; Elementary Education; Language Acquisition; *Literacy; Literary Criticism; *Reading Processes; Student Evaluation; Theory Practice Relationship; Whole Language Approach; *Writing Processes
IDENTIFIERS- Emergent Literacy

Designed to be a resource to help educational practitioners, researchers, and other interested persons in the national and international community to understand terms used in contemporary and historical writings about literacy, this dictionary provides authenticated definitions of the technical terminology of the nature, study, and practice of literacy. As a result of theoretical and practical advances since the 1981 edition of the dictionary (when it was entitled "A Dictionary of Reading and Related Terms,") the dictionary views the theory and practice of reading and writing development in relation to the broader concept of literacy. The greatest increase in dictionary terminology since 1981 is in the fields of literacy, and the writing journal, for instance, may seem like liberating practices but they also reinforce existing power structures between students and teachers. (TB)

ED 385 838 CS 214 978

Greer, Jane
"And Now I Can See": The Function of Conversion Narratives in the Discourse of Cultural Studies.
PUB DATE- Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; Critical Thinking; Feminism; Higher Education; Literary Criticism; Literary Genres; Literature Appreciation; *Multicultural Education; Personal Narratives; *Writing (Composition); *Writing Instruction; *Writing Research
IDENTIFIERS- Academic Discourse Communities; *Conversion Narratives; *Cultural Studies

If educators are to realize the power of the link between cultural studies and composition studies, they must examine the cultural codes that govern their own professional discourse as teachers of writing. They must accept the responsibility for their own acts of literacy in describing pedagogical practices, in reporting their research, and in theorizing about language and learning. One particular code commonly employed in writing research is the conversion narrative. An examination of an article by Richard E. Miller, which appeared in the April 1994 issue of "College English," illustrates some of the complexities and difficulties inherent in the conversion narrative, particularly as a genre in which student transformations are recorded. Borrowing James Phelan's terminology for discussing the multidimensional nature of characters in texts--namely, the synthetic, mimetic, and thematic aspects of character--scholars must discover some of the pitfalls in proffering a student's narrative of his/her own conversion as evidence of the effectiveness of a particular pedagogy or approach. (Contains nine references.) (TB)

ED 385 839 CS 214 979

Latchaw, Joan S.
Assessment and Community.
PUB DATE- Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Outcomes Assessment; Community; Higher Education; Literature Appreciation; Secondary Education; State Standards; *Student Evaluation; *Student Evaluation of Teacher Performance; *Student Needs; Undergraduate Students; Writing (Composition); Writing Instruction
IDENTIFIERS- Authentic Assessment; *Educational Issues

IDENTIFIERS- *Faculty Attitudes

Based on one educator's interactions with writing center personnel over the past dozen years--and not based on empirical research--the following are among the most common perceptions that writing center personnel hold with regard to central administration: (1) central administration prefers to keep writing centers powerless and marginalized; (2) central administration is where all the power is concentrated; (3) central administration's distribution of funding support within an institution is unpredictable at best and capricious at worst; (4) faculty rank and the situating of a writing center within a department accrues important prestige in the central administration; (5) major curricular decisions are made in the central administration; and (6) retention, tenure, and promotion decisions are determined primarily by the central administration. It is important therefore to study these perceptions and make a determination about their accuracy. Based on interviews with the central administration, here are some observations that could be useful to writing center directors committed to actively ensuring that their centers are funded adequately. First, administrators have little direct information about writing centers because they do not have time to visit them. Second, administrators think in terms of staffing plans, space allocation, and personnel dollars. Third, in the view of college administration, so long as a program is funded, it is not marginalized. Fourth, central administration does not see departmental affiliation as a prestige issue but as a mechanical, organizational, or logistical issue. (TB)

ED 385 856 CS 215 006

Alper, Neil O.; Wassall, Gregory H.
The Write Stuff: Employment and Earnings of Authors, 1970 to 1990.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Dec 94
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Authors; *Employment Patterns; Higher Education; Occupational Surveys; Salary Wage Differentials; Sex Differences; Wages; Writing Research
IDENTIFIERS- Professional Concerns; *Professional Writing

A study surveyed and synthesized available information about the employment and earnings of authors over the 1970-1990 period. Data came from United States and other government censuses, a variety of surveys of authors, and from records of writers' unions and professional organizations. Results indicated that: (1) the author occupation is growing rapidly; (2) authors are concentrated in states along the Atlantic and Pacific coasts; (3) members of the author profession are well educated; (4) authors had higher rates of unemployment than other professional and technical workers, but lower rates than other artists; (5) compared to the average artist and the average professional and technical worker, authors were far more likely to be self-employed and less likely to work for private sector employers; (6) real personal income fell by $924 between 1969 and 1989; (7) significant disparities exist between the average earnings of men and women authors; (8) differences in earnings among White, Black, and Hispanic authors were smaller; (9) multiple job holding rates for authors in the United States and other countries were higher than for all other professional workers; (10) authors are primarily white with an average age around 40 years old; and (11) general patterns for authors in poetry. The guide presents 18 full-size cards that feature the work of each of the poets in the series; selected poems that appear in the series; questions for thought and discussion that help students examine issues raised by the programs; and classroom activities, including writing exercises. The guide also includes a one-page essay ("Welcoming Poetry to Our Classrooms" by James Haba) that offers provocative ideas on teaching poetry, a 47-item selected bibliography, advice on using the guide, and a 22-item list of books that make up a core high school poetry collection. (RS)

ED 385 875 CS 509 003

Cook, Jeanne
Communication in the Alcoholic Family: A Summary of a Case Study.
PUB DATE- 3 Nov 90
NOTE- 24p.; Revised version of a paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Education; *Alcoholism; Case Studies; Communication Research; Family Life; *Family Problems; Family Relationship; *Interpersonal Communication; Stress Variables
IDENTIFIERS- Circumplex Model of Marital and Family Systems; *Communication Patterns; *Family Communication

Although alcoholism is increasingly recognized as a family disease, most research looks solely at the alcoholic, or occasionally at the alcoholic's spouse. However, there are a multitude of potential studies regarding the alcoholic family system, parent-child communication, marital communication, and sibling communication in the alcoholic home. To initiate efforts to theorize about communication patterns in alcoholic families, a study focused on alcoholism as a source of family stress, and specifically, on the quality of a family's communication. Five family inventories from D. H. Olson, H. I. McCubbin, H. L. Barnes, and A. S. Larsen's 1985 publication, "Family Inventories," were used (administered by a therapist) to survey 6 treatment families and 16 control families at an urban treatment center. Olson's research is based on the Circumplex Model, a model which integrates family concepts and identifies types of marital and family systems within a systemic framework. Although the study sample was too small to achieve statistically significant results, findings do suggest that treatment improves family communication and cohesion, but that there is little or no change in family adaptability. Future studies are needed to replicate this study and to address other questions in family communication which deal with treatment effectiveness, so that a more long-lasting method for eliminating active alcoholism as a source of family stress can be provided. (Contains 1 table of data and 61 references.) (PA)

ED 385 876 CS 509 004

Krider, Diane S.
The Use of Evening Dramas in Communication Pedagogy.
PUB DATE- 21 Nov 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

on the budgets of particular school districts, the report describes K-12 total and per-pupil expenditures for California's districts for school year 1992-93. The report examines in detail how county offices of education, district offices, and schools spent their education dollars. It also examines differences in how resources were allocated among school districts, with a focus on different kinds of school districts (elementary, secondary, and unified) and special-needs populations. The data show that total unduplicated school-district, county, and state K-12 expenditures for the 1992-93 school year were $27,567 million. This resulted in a per-pupil expenditure of $5,353 for all students enrolled in California school districts. The majority of spending--$25,433 million--occurred at the school-district level, about 92 percent of total K-12 expenditures. The majority of school-district spending was district general-fund spending, and the majority of this took place at school sites. In total, high school districts spent more than elementary or unified districts; they also spent more on each category of per-pupil expenditure. Finally, expenditures for special-education, Chapter 1, and school lunch/breakfast programs are presented. Thirteen figures and 21 tables are included. Appendices contain methodological notes, a list of expenditures by fund, variations in per-pupil expenditures across school districts, the formula for determining a "base" per-pupil expenditure, and a list of funding sources. (LMI)

ED 385 894   EA 026 830

Reynolds, David, Ed.; And Others
Advances in School Effectiveness Research and Practice.
PUB DATE- Nov 94
NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Observation Techniques; Educational Research; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; Models; *Research Methodology; *School Effectiveness
IDENTIFIERS- *United Kingdom

This book offers an analysis and summary of school effectiveness research. The book reviews the history and "state of the art" knowledge in the field, with a look at the international research base; reviews those research practices in terms of design, data collection, and data analysis; and outlines some creative new directions for the field. Following the preface and introduction by David Reynolds, section 1 presents two chapters that describe state-of-the-art school-effectiveness research; (2) "The History, Value and Purpose of School Effectiveness Studies" (Bert P. M. Creemers); and (3) "School Effectiveness Research: A Review of the International Literature" (David Reynolds, and others). Five chapters in section 2 describe advances in research practice in school effectiveness: (4) "The Analysis of Large Data Bases in School Effectiveness Research" (Sam Stringfield); (5) "Outlier Studies of School Effectiveness" (Sam Stringfield); (6) "The Study of Context in School Effects Research: History, Methods, Results, and Theoretical Implications" (Charles Teddlie); (7) "The Integration of Classroom and School Process Data in School Effectiveness Research" (Charles Teddlie); and (8) "The Contributions of Classroom Observation to School Effectiveness Research" (Eugene C. Schaffer, Pamela S. Nesselrodt, and Sam fourth year of DoDDS' participation in the national-goals effort. In spring 1990, the DoDDS adopted the national goals and developed 20 specific implementation targets to measure progress toward achievement of the goals. This document reviews progress on the 20 comprehensive targets and generally compares the 1993-94 school year with the 1989-90 baseline year. The main body of the report provides a detailed discussion of each implementation target, which is linked to a National Education Goal. The format is as follows: Each target is stated. The statement is followed by a discussion of the data or actions taken or planned. In some cases, graphics display quantitative information. Regional highlights are included when one or more regions reported a unique finding or initiative. Finally, a "statement of progress" is included for each implementation target. Appendices contain achievement test results by region, data on mathematics and science achievement, and writing-assessment rubrics. Twenty-one tables and 26 figures are included. (LMI)

ED 385 912 EA 026 935

Murphy, Joseph; Beck, Lynn G.
School-Based Management as School Reform: Taking Stock.
PUB DATE- 95
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decentralization; *Educational History; Elementary Secondary Education; *Institutional Autonomy; Participative Decision Making; Professional Autonomy; *School Based Management; School Organization; *School Restructuring

School reform has taken many shapes over the years. Among the most pervasive of school-reform theories is school-based management (SBM), which is examined in detail in this book. The introductory chapter locates the current round of SBM in the longer cycle of educational reform, describes the extent of SBM activity over the past decade in the United States, and places SBM within the larger restructuring movement. Chapters 1 and 2 describe the organizational form and operating characteristics of the current SBM movement and present a model that captures the central tenets of the argument for decentralization. Chapter 2 describes three operating types of SBM and develops a picture of the extent of SBM throughout the country. The forces that drive and shape the current SBM movement provide the focus of chapter 3. The fourth and fifth chapters discuss how the underlying dimensions of SBM have evolved through earlier eras of decentralization. Chapter 6 describes the outcomes of SBM--particularly those of decentralization efforts of the past decade--their effects on schools, the educational process, and students. The concluding chapter attempts to explain why the recent round of SBM initiatives has largely failed to fulfill its promise. Three figures and one table are included. (Contains 367 references.) (LMI)

ED 385 913 EA 026 936

Donaldson, Gordon A., Jr., Ed.; Marnik, George F., Ed.
As Leaders Learn: Personal Stories of Growth in School Leadership.
PUB DATE- 95
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

guarantee greater parental involvement; (5) school choice programs generally have high levels of parent satisfaction; (6) the learning effects of choice schools are inconsistent; (7) market structures fail to operate in the absence of sufficient information about available educational options; and (8) when public school authorities fail to capitalize on the appealing features of choice schools--smaller enrollments, enthusiastic and experienced teachers, and distinct curricular identities--school choice will do little to diversify enrollments. Three figures are included. (LMI)

ED 385 929 EA 026 956

Thorbahn, Keith R.
Saturday School and ALEC: Alternative Discipline Programs.
PUB DATE- Jul 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Probation; Behavior Standards; *Discipline; *Discipline Policy; High Schools; *In School Suspension; Program Effectiveness; School Counseling; *Suspension

Student discipline problems in some high schools have been exacerbated by external societal problems. This paper presents outcomes of two discipline programs implemented in a small, rural high school. One program involved the creation of a Saturday school for students serving detention. The Alternative Learning Education Center (ALEC) was established to provide continuing education and counseling for repeat offenders. School discipline referrals for grades 9 through 12 during the first half of the year (the period prior to program implementation) were compared with those for the second half of the year (after the programs were implemented). After implementation of the two programs, the number of students who were suspended dropped from 62 to 17. The Saturday school provided a viable alternative to suspension. The programs appeared to change students' attitudes by giving them choices and helping them to understand the consequences of their behavior. Tougher consequences, more descriptive discipline codes, and counseling appeared to decrease student-referral problems in the school. Contains seven references. (LMI)

ED 385 930 EA 026 958

Ni, Zar
The Nationalization of Education in Burma: A Radical Response to the Capitalist Development?
PUB DATE- Apr 95
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Capitalism; Colonialism; *Economic Factors; Elementary Secondary Education; Foreign Countries; Imperialism; *Marxian Analysis; Marxism; *National Curriculum; Socialism; Sociocultural Patterns
IDENTIFIERS- *Burma

This paper examines, within a framework of the world-system analysis, the process of the nationalization of education in has been dominated by regulations, categorical programs, and technical assistance by higher levels of government to stimulate or require lower levels to make changes in policy and practice. This paper summarizes recent research collected by the Consortium of Policy Research in Education (CPRE) on the impact of higher-level government policies at all phases of educational change. Specifically, it highlights the limited influence of intergovernmental policy on classroom practice. General findings are: (1) Use of power and influence in education intergovernmental relations is not a zero-sum game; (2) deregulation per se (including abolishing state codes) does not result in significant policy change; (3) some states use differential regulatory strategies; (4) several states and localities have attempted to use sanctions and incentives to stimulate desired change or performance; (5) many recent curricular reforms are not clearly specified in terms of expected local and school-level implementation; and (6) state education agencies are not well structured or well prepared to help implement and sustain systemic reform. The following sections analyze the evolution of categorical grants and recent political controversies, and review intergovernmental relations in theory and practice, such as the Clinton Administration's federalism and the Republican block-grant approach. A conclusion is that these higher level policy debates may obscure the need for improving the connection between policy and classroom practice. Contains 40 references. (LMI)

ED 385 948   EA 026 983

Hartzell, Gary N.; And Others
The Influential Assistant Principal: Building Influence and a Stronger Relationship with Your Principal. Suggestions for First-Year APs.
PUB DATE- Feb 95
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (79th, San Antonio, TX, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Assistant Principals; Elementary Secondary Education; *Interprofessional Relationship; *Leadership Styles; Organizational Theories; Politics of Education; *Principals

Assistant principals (APs) who successfully influence principals to behave in ways that support their goals increase their chances of achieving desired resources. This paper describes how assistant principals can build influence and strong working relationships with their principals. To begin, APs must understand themselves, their principals, the nature of motivation, and the nature of the superordinate/subordinate relationship. Questions are then posed to help APs develop a profile of their principals' working styles. General strategies for constructing a strong relationship include: (1) identify the principal's expectations of the AP; (2) take the initiative; (3) look for solutions to problems; (4) get information from others; (5) cultivate a friendly, professional relationship with the principal's secretary; and (6) respect the chain of command. Specific tactics are offered for capturing the principal's attention, increasing the AP's in the vocational environment, includes the Scale of Social Skills Knowledge (SSSK) and the Scale of Social Skills Performance (SSSP). Suggestions for using the measures and possible future research and development procedures are addressed. Included is a taxonomy of job-related social problems, which lists behaviors under 16 categories. Also provided are the 21-page SSSK and the 41-page SSSP, including instructions for administration and scoring. The SSSK should be administered individually to subjects using verbal role-playing and concerns interactions with work supervisors and coworkers. The SSSP is a rating scale to be completed by a person who has observed the individual at the work setting. (Contains 65 references.) (SW)

ED 385 966 EC 304 160

Strong, Carol J.; Clark, Thomas C.
Research on the Effects of Home Intervention on Hearing-Impaired Children and Their Families, July 1, 1979 to June 30, 1991. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 92
NOTE- 370p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Skills; Disability Identification; *Early Intervention; Family Involvement; *Hearing Impairments; *Home Programs; Home Visits; Infants; Language Acquisition; *Outcomes of Treatment; Parent Participation; Participant Characteristics; Preschool Children; Preschool Education; Professional Services; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *SKI HI Home Visit Curriculum

The effects of home-based programming for infants and young children with hearing impairments and their families were studied, with a focus on the SKI*HI program, which includes identification/screening, home visits, support services, parent advisors, and a program management system. The study analyzed data on 5,178 children (ages birth to 5) with hearing impairments from the SKI*HI National Data Bank. Study objectives were to determine: the demographic characteristics of children receiving home-based intervention and effects of these factors on child achievement; the effectiveness of identification procedures for hearing loss; and aspects of the home intervention. To assess program effectiveness, consideration was given to such factors as: the length of time of the intervention and the frequency of home visits; the types of communication methodology employed; types of home services provided (e.g., speech and hearing therapy); child outcomes (e.g., posttests of receptive and expressive language ability); parent outcomes (e.g., learning auditory skills); and subsequent child placement. Appendices include a SKI*HI data sheet and instructions. (Contains 93 references.) (SW)

ED 385 967 EC 304 161

Wolery, Mark
Teaching Preschoolers To Avoid Abduction by Strangers: Evaluation of Maintenance Strategies. Final Report.
PUB DATE- 93
NOTE- 66p.
LANGUAGE- English

of three of the studies are attached. Titles and authors are: (1) "Promoting Positive and Supportive Interactions between Preschoolers: An Analysis of Group-Oriented Contingencies" (Frank W. Kohler et al.); (2) "Using a Group-Oriented Contingency To Increase Social Interactions between Children with Autism and Their Peers: A Preliminary Analysis of Corollary Supportive Behaviors" (Frank W. Kohler et al.); and (3) "The Overtures of Preschool Social Skill Intervention Agents: Differential Rates, Forms, and Functions" (Frank W. Kohler et al.). The other three studies dealt with the effects of immediate and delayed reinforcement on the cross-setting generalization of children's social interactions, analysis of performance variability in peer-mediated interventions for children's social interactions, and programming for generalization of peer-mediated interventions. The overall report contains 10 references and the individual reports also contain references. (DB)

ED 385 986 EC 304 187

deNomme, Dennis A.
Improving the IEP Process: Strategies for Increasing the Active Involvement of Junior High Regular Classroom Teachers, Parents, and Students in the Decision-Making Process and IEP Development.
PUB DATE- 95
NOTE- 140p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Decision Making; *Disabilities; *Individualized Education Programs; Junior High Schools; Junior High School Students; Mainstreaming; *Parent Participation; Parent Role; Parent School Relationship; Program Development; Regular and Special Education Relationship; Secondary School Teachers; *Student Participation; Student Role; *Teacher Participation; Teacher Role; Teamwork

This practicum was designed to improve development of individualized education plans (IEPs) of mainstreamed students with disabilities in one junior high school, through applied strategies to increase the active involvement of regular classroom teachers, parents, and students in the decision-making process and IEP development. Interventions with classroom teachers included encouraging their initiation of IEP goals and design of instructional modifications. Interventions with parents included more school/parent communication and involvement of parents in specific intervention strategies such as sending the parents achievement memos, copies of important special education news, and monthly communication regarding their child's academics and behavior. Interventions with students included multidisciplinary team screening and involvement of the student on the multidisciplinary team and in initiating goals and objectives. Data analysis indicated that the practicum resulted in greater participation of regular classroom teachers, parents, and students in decision-making and the IEP process. Recommendations resulting from the practicum include continuing having regular classroom teachers initiate goals, objectives and classroom modifications; continue with annual training for parents on parents' rights and responsibilities regarding the IEP; and provide all special education students with training to allow them to become more active participants in IEP development. Fourteen appendices present the forms, letters, questionnaires, and screening instruments used in the practicum. (Contains 41 references.)

ED 386 004 EC 304 206

Feir, Robert E.
Pennsylvania's Special Education Formula: Early Results.
PUB DATE- 10 Mar 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Education Finance Association (Savannah, GA, March 10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Disabilities; Educational Finance; Educational Policy; Elementary Secondary Education; Expenditure per Student; *Financial Policy; Financial Problems; Fiscal Capacity; Mainstreaming; *Program Costs; *School District Spending; *Special Education; *State Aid; State School District Relationship; Student Placement
IDENTIFIERS- *Pennsylvania

The impact of changes in Pennsylvania's special education program rules and financing system during the first 2 years of implementation (1991-92 and 1992-93) are considered. Policy objectives were: to control escalating state expenditures for special education, to give school districts greater control over special education expenditures, and to reduce the number of students identified for special education programs by using instructional support and provision of services in the regular classroom. Information is presented on controlling state and local costs through special education formula funding. Factors hypothesized to influence a district's inability to control its special education costs are analyzed, including poverty, total expenditures per pupil, percentage of special education pupils, percentage of children with severe disabilities, level of intervention, and program control. Data are provided on: school district enrollments; numbers of students receiving special education, including the location of the service delivery and provider of the service; total school district expenditures; special education expenditures; and state support of special education expenditures through the new formula. Data are also provided on special education expenditures per student and special education as a percentage of total expenditures. Initial results for the first 2 years suggest that the aims of policymakers generally are being realized, although not uniformly throughout the state. Suggestions for a continuing research agenda are offered for policymakers. Four tables present the data. (SW)

ED 386 005 EC 304 207

Gruenhagen, Kathleen A.; Ross, G. Steve
Least Restrictive Environment and Case Law: What the Courts Are Saying about Inclusion.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Court Litigation; *Disabilities; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; Federal Legislation; *Inclusive Schools; Mainstreaming; School Districts; *School Policy; *Student Placement; Student Rights

correct answers; (4) group D was asked if the answer was right; and (5) group Z, the comparison group, was given no feedback. Results indicate that: group C (modeling and implicit negative feedback) outperformed the comparison group; group A (explicit metalinguistic information) and group C outperformed groups B (explicit utterance rejection) and D (indirect metalinguistic feedback); group B (among B,C, and D) experienced the least effective learning; all experimental groups did better in the first post-test than in the pretest; and no experimental group could use negative feedback to extract linguistic generalizations. It is concluded that all four types of negative feedback had a temporary influence on the learners' linguistic knowledge, and that providing negative feedback in the native language (Japanese) was effective. It is also suggested that teaching rules explicitly and modeling with implicit negative feedback are effective in allowing learners to reformulate their linguistic knowledge. (MSE)

ED 386 024   FL 023 087

Adunyarittigun, Dumrong
Whole Language: A Whole New World for ESL Programs.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Educational Strategies; *English (Second Language); Language Attitudes; Language of Instruction; *Language Role; Language Skills; Language Teachers; *Reading Instruction; Second Language Instruction; Skill Development; Student Centered Curriculum; Teacher Role; *Whole Language Approach
IDENTIFIERS- Native Language

This paper suggests that the whole language approach, widely used for first-language reading instruction, is the most appropriate means for teaching reading to learners of English as a second language (ESL). Drawing on research evidence, seven basic tenets of whole language instruction are explained and applied to ESL reading instruction. These include the following: (1) lessons should proceed from the whole to parts; (2) lessons should be learner-centered; (3) lessons should have meaning and purpose for learners; (4) lessons should engage groups of students in social interaction; (5) receptive and generative linguistic competence should be developed simultaneously; (6) students' native languages should be used for instruction; and (7) teachers should help second language learners decrease their affective filters. Contains 39 references. (MSE)

ED 386 025   FL 023 161

Russikoff, Karen A.
A Comparison of Writing Criteria: Any Differences?
PUB DATE- Mar 95
NOTE- 9p.; Paper presented at Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 28-April 1, 1995). For related work, see ED 370 376.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Graduate Students; Higher Education; *Holistic Evaluation;

requires an enhanced visual memory; whether the recoding process is required in skilled reading of Chinese, because logographs do not contain information about pronunciation; the need for phonological awareness in order to read Chinese script; and whether reading in Chinese requires greater right brain hemisphere processing. Contains 93 references. (MSE)

ED 386 045 FL 023 208

Brindley, Geoff
Task-Centred Assessment in Language Learning: The Promise and the Challenge.
PUB DATE- 94
NOTE- 24p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competency Based Education; Evaluation Criteria; Foreign Countries; Language Teachers; *Language Tests; Second Language Instruction; Second Language Learning; *Second Languages; *Task Analysis; Teacher Education; *Test Construction; Test Reliability; *Test Validity

It is argued that while task-centered assessment of second language learning has the strong support of teachers and learners, focuses on language as a tool rather than as an end in itself, and fosters learning, there remain some problems with its use. Further work must be done to develop assessment criteria that reflect current theories of language learning and use. Consistency in application of these criteria must then be assured. On a practical level, adoption of task-centered assessment will require that teachers and learners become accustomed to thinking of language tasks not only as activities but also as indicators of progress and achievement, and learners will need to understand the criteria for evaluation of performance. In turn, this will require closer examination of the components of language tasks and a raising of learners' awareness of how language functions to achieve particular communicative purposes. In addition, reporting of task performance is complex, qualitative, and multidimensional rather than standardized and uniform. Contains 56 references. (MSE)

ED 386 046 FL 023 210

Nunan, David
Using a Functional Approach in Assessing Written Texts.
PUB DATE- 94
NOTE- 15p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Discourse Analysis; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Language Skills; *Language Styles; Linguistic Theory; Needs Assessment; Program Descriptions; *Writing Evaluation; Writing Instruction; Writing Skills
IDENTIFIERS- *Language Functions

It is argued that assessment of student writing can be enhanced

This study of second language learning investigated the effects of a written reading comprehension exercise and an oral discussion activity as alternative tasks mediating between a written text and learners' summaries of the text. Subjects were 80 University of Hong Kong freshmen, randomly assigned to three groups. Each group was provided a reading text and asked to write a summary of it, including an evaluation of two main points. Two of the groups were also asked to perform a mediating task (one group an oral task and one group a written task) before writing the summary. Summaries were graded by six native speakers of English for grammar, spelling, and vocabulary usage. Evaluators looked for indications of dependency on the text, including exact and near copies of text and paraphrasing. Results show the overall, control group (no mediating task) achieved higher scores on the summaries than the written mediating task group, which in turn scored higher than the oral mediating task group. The control group also appears to have depended more on the original text in writing a summary; none relied heavily on paraphrasing, and the oral mediating task group was the most able to put ideas into its own words. Three appendixes contain the text used in the study, the reading exercise, and "idea units." Contains 19 references. (MSE)

ED 386 065 FL 023 230

Berry, Vivien
The Assessment of Spoken Language under Varying Interactional Conditions.
PUB DATE- 94
NOTE- 19p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *English for Academic Purposes; *Extraversion Introversion; Foreign Countries; Group Dynamics; Higher Education; *Interpersonal Communication; Interviews; Language Research; Language Tests; *Oral Language; *Personality Traits; Testing; *Verbal Tests

Two studies of individuals' oral second language performance in interaction with extraverts and introverts are reported here. The first, described briefly, investigated the effects of homogeneous (extravert/extravert or introvert/introvert) vs. heterogeneous pairings on oral performance in interviews. Subjects were 36 women students in a Japanese college. As predicted, introverts performed best in homogeneous pairs and somewhat less well in heterogeneous pairs, while extraverts performed best in homogeneous pairs; neither group performed as well in individual interviews. The second study investigated the hypothesis that individual learners of a second language would perform differently on a group oral test depending on the degree of extraversion of the individual in relation to economics students in an English enhancement course. Students had been assigned randomly to seminar groups, which were then rated for extraversion/introversion. Results indicate that the degree of extraversion in the group produced no significant differences in the scores of extraverts, while those of introverts were considerably affected. These apparently contradictory findings are discussed, particularly as they relate to a trend toward paired and group teaching. Contains 48 references. (MSE)

Hayes); "A Broad-Based Curriculum" (Robert G. Kranz, Jr.); "Team Teaching with Case Studies. On-Campus Internships" (Jim Gosey and others); "A Dual-Path Course in Equipment Systems" (Kenneth Von Bargen and David D. Jones); "An Interdisciplinary Major and Course Development: Lessons Learned" (Terrence H. Cooper); "Using Decision Cases in a Capstone Course" (Steve R. Simmons); "Senior Thesis in Landscape Architecture" (Fahriye Sancar); "Capstone Design Course for Biological Systems Engineering" (Glenn J. Hoffman); "Writing Emphasis Courses: Objectives, Strategies, Techniques, and Results" (Lloyd Bostain); "Lessons Learned from Project: CLASS" (Elizabeth Banset and others); "Shaping Curricula Through Writing, Collaboration, and Telecommunications: Lessons Learned and Limits Lessened" (Ann Hill Duin); "Human/Animal Relationships: Biological and Philosophical Issues" (Patricia B. McConnell); "Ethics in Agriculture and Natural Resources" (Laura Casari and Bruce Johnson); "Ethics and Values as Humanities Education" (Tom Scanlan); "Product Safety and Liability as the Focus of a Senior Seminar" (Arthur E. Walzer); "Managing a Strawberry Farm: A Computer Simulation" (Emily E. Hoover and Albert H. Markhart); "An Agribusiness Learning Experience (ABLE)" (Dennis M. Conley); and "Improving Computer Uses in Undergraduate Instruction" (F. H. Buelow). A final paper is "Conclusion: Outcomes and Lessons Learned" by Joyce Povlacs Lunde. (Many individual papers contain references and a general bibliography contains 144 references.) (JB)

ED 386 085 HE 028 487

Barott, James E.; Galvin, Patrick
The University of California, Santa Barbara as a Wild Organization: Politics, Budgeting, and Investment on the Margin.
PUB DATE- 18 Apr 95
NOTE- 84p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; College Instruction; Competition; Educational Finance; Educational Resources; Higher Education; Institutional Characteristics; Institutional Mission; *Institutional Survival; Organizational Change; *Organizational Development; Research; *Resource Allocation; School Community Relationship
IDENTIFIERS- *University of California Santa Barbara

This study analyzed the development of the University of California at Santa Barbara (UCSB) to see how resources, "investment on the margin," and environmental forces have changed the institution from a "domestic" to a "wild" institution. "Wild" and "domestic" are ways of conceptualizing the relationship between the organization and its relevant environment. Domestic organizations are guaranteed their resources and do not compete with other organizations while wild organizations, like private businesses, must compete for resources and their existence is not guaranteed. "Investment on the margin" is defined as the tendency for institutions to devote time and energy to expanding income sources (as opposed to static or shrinking sources). For the period 1967 to 1993 the analysis found a change in the basic configuration of UCSB's subsystems reflected in a shift in internal resource allocations from instruction and service to research and sales.

PUB DATE- 95
NOTE- 60p.; For the 1992 data, see ED 373 679. Replaces NSF-94-4.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Comparative Analysis; Educational Equipment; Educational Facilities; *Educational Finance; Engineering; *Federal Aid; Government School Relationship; Grants; Higher Education; Institutional Characteristics; *Research and Development; *Resource Allocation; Revenue Sharing; Science Activities; Surveys; Tables (Data); Universities

This report presents survey data from the Survey of Federal Support to Universities, Colleges, and Nonprofit Institutions for Fiscal Year 1993. This is a survey of the 15 federal agencies that provide virtually all of the federal funding for science and engineering research and development (R&D) at universities and colleges. Data tables list federal obligations to universities and colleges by type of activity for the fiscal years (FYs) 1963-93. Data present federal obligations for science and engineering R&D, first by geographic divisions and state, for FYs 1986-93; second, by the 100 universities and colleges receiving the largest amounts, ranked by total amount received, by agency for FY 1993; and, third, by state, institution, and agency for FY 1993. Statistical data also show federal obligations to universities and colleges by: (1) type of activity and agency for FYs 1963-93; (2) geographic division and state for FYs 1986-93; (3) agency and type of activity for FY 1993; (4) geographic division, state, and agency for FY 1993; and (5) the 100 schools receiving the largest amounts, ranked by total amount received and type of activity for FY 1993. (MDM)

ED 386 105 HE 028 513

Morrison, James L.
Institutional Vulnerability/Opportunity Audit. Preconference Seminar Proceedings of the AIR Forum (Boston, Massachusetts, May 28-31, 1995).
PUB DATE- May 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Networks; *Educational Attitudes; Higher Education; *Institutional Evaluation; *Institutional Research; Institutional Role; *Institutional Survival; *National Organizations; Seminars; Social Change; Socioeconomic Influences; Technological Advancement
IDENTIFIERS- *Association for Institutional Research

These proceedings report on a seminar held to determine the needs and wants served by the Association for Institutional Research (AIR) in regard to products and services provided by AIR to institutions and individuals. A vulnerability/opportunity audit was conducted to identify the strengths and weaknesses of the organization. Participants listed the strengths of AIR in regard to support to professionals, institutional research (IR) as a profession, and higher education. They also identified the weaknesses of AIR as an institution, as well as social, technological, economic, and political factors contributing to the declining importance of AIR. Participants also analyzed the effects of two potentially critical events on the organization: (1) increasing use of the Internet as a means of networking,

Champaign

This study examined the theory of equity versus equality (Kahn and Gaeddert, 1985) among the student population of University of Illinois at Urbana-Champaign (UIUC). The theory of equity versus equality suggests that males may be far more interested in equity based on achievement and that females are more interested in equality and in achieving by uniting, not by differentiating according to rewards and abilities. Attitudes of a sample of 278 undergraduate students were examined through a survey of their perceptions and attitudes toward their teaching assistants (TAs), some of whom were foreign students and some of whom were native students. Results showed that both males and females believed that TAs should be trained before they are hired but females believed this more so than males. Females also believed that students should be trained to understand accents and different background of the TAs. In general, the analysis suggested, women would not take for themselves what was owed them according to equity. They wished, more than male students, for a better collective effort in the classroom from both sides with proper training to understand each other and to bring about better learning conditions. In general results confirmed that women seemed to react and interact having equality in mind more than men. Contains tables of study data, the student questionnaire, and four references. (JB)

ED 386 126   HE 028 534

Engineering Education. Designing an Adaptive System.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; College Instruction; Curriculum Design; Curriculum Development; Educational Change; *Engineering Education; Futures (of Society); Higher Education; Incentives; Instructional Improvement; Program Implementation; School Community Relationship; Self Evaluation (Groups); Strategic Planning
IDENTIFIERS- *National Academy of Sciences

This report advances the general plan for change in postsecondary engineering education of the National Academy of Sciences' Board on Engineering Education and reports on four regional symposia responding to a 1993 working paper. Chapter 1 contains the Board's message about what it proposes with the plan and the general basis for its proposals. The Board recommends that all institutions conduct institutional self-assessment, redress imbalances in the faculty incentive system, improve teaching methods and practices, ensure that the curriculum supports the institution's strategic plan, and expand beneficial interactions and outreach. A table in this section presents the key ideas contained in the report. Chapter 2 describes the Board's vision of the 21st century. Chapter 3 examines in detail engineering education as it is currently practiced and looks at areas that need improvement. Chapter 4 addresses how to make change happen. Chapter 5 is a call to action for higher education institutions as well as industry, government, professional societies, and accrediting authorities. Appendixes

Industry; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Guides; *Welding

This instructor's guide contains the materials required to teach a competency-based introductory course in construction welding to students who have chosen to explore careers in construction. It contains three units: welding materials, welding tools, and applied skills. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A basic skills documentation matrix and competency profile are provided. (YLB)

ED 385 686 CE 068 581

Introduction to Drywall. Instructor Edition. Introduction to Construction Series.

PUB DATE- 94

NOTE- 137p.; For earlier version, see ED 301 717; for other documents in this series, see ED 306 392 and CE 068 575-589.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Building Trades; Competency Based Education; *Construction (Process); Construction Industry; *Construction Materials; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; *Structural Elements (Construction); Student Evaluation; Teaching Guides

IDENTIFIERS- *Drywall Construction

This instructor's guide contains the materials required to teach a competency-based introductory course in drywalling to students who have chosen to explore careers in construction. It contains three units: drywall materials, drywall tools, and applied skills. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one to the program early on during its intended version, the program produced 2-year AFDC savings averaging $241 and 2-year earnings gains averaging $439 per program group member. For those referred to the program later, the program produced 2-year AFDC savings similar to those for the early group, but almost no earnings gain. (Appendixes include supplemental tables, response analysis, information on estimating participation rates, and a list of 24 references.) (YLB)

ED 385 705 CE 069 585

Haefner, Carl J.
Motivations for Participation in the Horticultural Certificate Programs at Longwood Gardens.
PUB DATE- 28 Apr 95
NOTE- 19p.; Thesis presentation manuscript, University of Delaware.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Adult Education; Agricultural Education; Educational Certificates; *Horticulture; Learning Motivation; *Participant Characteristics; Participation; *Student Motivation
IDENTIFIERS- *Longwood Gardens PA

Research identified and described the motivational orientations of the participants in the horticultural certificate programs at Longwood Gardens in Pennsylvania. Questionnaires were distributed to paying participants attending the certificate programs in fall 1994. The first part of the questionnaire included the Education Participation Scale (EPS), which assessed the influence of six motivational orientation factors and compared the influence of these factors between participant groups. The questionnaire included demographic questions and assessed the influence of other reasons not included in the EPS. Data analysis included frequency determination, a t-test, and an analysis of variance. Findings indicated that participants attending the certificate programs tended to be women, older, and Caucasian and to have higher levels of socioeconomic status than adult education participants in general. Cognitive interest and professional advancement had the greatest influence of all EPS factors for those participating in the programs. It also appeared that a leisure goal-oriented motivational domain, related to the participants' desire to improve in their home gardening activities, had great influence on the participants' decision to participate. Comparison of the EPS factor scores of participant groups indicated differences between them primarily in professional advancement, external expectations, and cognitive interest. (YLB)

ED 385 706 CE 069 586

State and Local Highway Training and Technology Resources.
PUB DATE- Jan 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; Civil Engineering; Construction Industry; *Educational Resources; Equipment; *Instructional Materials; *Maintenance; *Road Construction; Training; *Transportation; Vocational Education

This directory provides descriptions of training and technology resources that address the needs of the local highway

Kansans and boosted the economy of the state. (KC)

ED 385 723 CE 069 629

Assessment of Vocational Education in Idaho. Fall 1993.
PUB DATE- 93
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consumer Education; Correctional Education; Demonstration Programs; Early Parenthood; *Educational Improvement; *Enrollment; Home Economics; Mothers; One Parent Family; Postsecondary Education; *Program Effectiveness; Program Evaluation; Program Implementation; Secondary Education; Sex Fairness; State Programs; State Standards; Student Evaluation; Technical Education; Tech Prep; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Idaho

The progress of vocational education during the first 2 years (program years 1991-1992) of funding from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 in Idaho was assessed. Research was conducted using data from the measures and standards established by the state and from a variety of other sources including information from the State Occupational Information Coordinating Committee, statistics collected by the Division of Vocational Education, program evaluations, and a number of studies conducted over the 2 years. In addition, some data from an initial assessment conducted in 1991 were used. The assessment analyzed the academic, occupational, training and retraining needs of secondary, adult, and postsecondary students and the capability of vocational programs to provide students with adequate training in industry along with problem-solving and academic skills. Some of the findings include the following: (1) students need to learn about occupations as early as possible; (2) students who completed programs had significant advantages over those who dropped out; (3) minority groups were underrepresented in vocational education; (4) difficulties in delivering programs were observed because of Idaho's highly rural nature; (5) Idaho employers are looking for employees with technical skills as well as good interpersonal skills such as communication, critical thinking, and personal management; (6) there is a need for expansion of the curriculum in both technical and basic skills; (7) there is a need for expansion of career guidance programs; (8) the sequence of courses needs to be examined; (9) approximately 60% of the secondary schools met the standard dealing with competency attainment and the standard related to obtaining a job in related employment or pursuing additional education; and (10) continual updating of vocational-technical curriculums had kept programs relevant to the workplace. Sixteen recommendations were made to improve vocational-technical education in the state. (Two appendixes provide a description of the data sources for the assessment, and occupational employment statistics projections for the years 1987-2000 in Idaho by county and planning area.) (KC)

ED 385 724 CE 069 631

Shackleton, J. R.; And Others
Training for Employment in Western Europe and the United States.
PUB DATE- 95
NOTE- 266p.

activities involved in learning, incidental versus intentional learning, and development of working and associative memory. The relationship between memory and reading and writing is explored. Described next is a neurobiology-based method of teaching remedial reading that involves using alternative assessment measures to match adult learners' reasons for entering literacy programs with the competencies necessary for functional literacy, centering specific learning strategies to specific cerebral cortical organization, and using a knowledge-based teaching strategy to enhance learners' word recognition and reading comprehension skills. Concluding the paper is a discussion of the relationship between attention and literacy and the prerequisites required for literacy and intentional learning to occur. Contains 51 references. (MN)

ED 385 741 CE 069 656

Loveday, Christine Hawk
Job-Entry Typewriting Speeds of Three Different Levels of Secretaries at a Large Public University.
PUB DATE- Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Employment Level; *Employment Qualifications; *Entry Workers; Higher Education; *Public Colleges; *Secretaries; *Typewriting
IDENTIFIERS- *Typing Speed

A study examined the job-entry typewriting speeds of all 185 secretaries employed at East Tennessee State University, which was selected as an institution representative of large public universities with a college of medicine. The secretaries' scores on the timed typing test that they took at the time of their application for their present positions (in one of three secretarial levels) served as the study data set. The mean of all 185 secretaries' typing test scores was calculated as 61 with a standard deviation of 11.87 and a range of 28 to 99 words per minute (wpm). The typing test scores of the secretaries employed at the college of medicine were compared to those of the secretaries employed throughout the other parts of the university. When the typing test scores of the three levels of secretaries were examined together, no statistically significant difference between the typing scores of the secretaries employed at the college of medicine and those employed elsewhere in the university was found. The mean typing rate of the level 2 secretaries employed at the college of medicine (56 wpm) was lower than that of the level 2 secretaries employed elsewhere in the university (61 wpm), however. Seven figures provide descriptive statistics. (Contains 12 references.) (MN)

ED 385 742 CE 069 658

Reynolds, Michael
Groupwork in Education and Training. Ideas in Practice. The Educational and Training Technology Series.
PUB DATE- 94
NOTE- 144p.; Educational and Training Technology Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

ED 385 760 CE 069 693

Dondertman, Betty; Ciancone, Tom
Numbers in Our Lives. Numeracy Methods and Materials.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 91
NOTE- 291p.; For related documents, see CE 069 691-692.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Arithmetic; Foreign Countries; *Literacy Education; *Number Concepts; Numbers; *Numeracy; Problem Solving; *Sequential Approach; *Spiral Curriculum; Time
IDENTIFIERS- Calendars; Ontario (Toronto)

This numeracy package, which is intended for use by facilitators in group or tutoring situations, consists of materials designed to help adult literacy students understand number systems, appreciate the different roles that numbers play in daily life, and gain the confidence needed to work with numbers in everyday situations. Part 1, which establishes contexts for using numbers and explains number systems, includes sections dealing with recognizing numbers, counting and number values, calendars and dates, and time and clocks. In part 2, addition, subtraction, multiplication, and division are taught through a nontraditional spiral approach according to which all operations are introduced at a basic level, reintroduced at an intermediate level, and reintroduced a second time at a higher level of difficulty, all the while building on students' prior knowledge. Each section contains a title paper, a brief overview of the section, suggestions for working with the materials provided, and student handouts and exercises. (MN)

ED 385 761 CE 069 703

Annual Performance Report for Fiscal Year 1994 for the Vocational Education State Administered Programs under the Carl D. Perkins Vocational and Applied Technology Education Act.
PUB DATE- 20 Dec 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Career Guidance; Community Colleges; Community Education; Community Organizations; Coordination; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Enrollment; Evaluation Criteria; Inservice Teacher Education; Integrated Curriculum; Leadership; Limited English Speaking; One Parent Family; Pregnant Students; Professional Development; *Program Costs; Program Effectiveness; *Program Implementation; Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Mississippi

During fiscal year 1994, 106,054 individuals were enrolled in secondary-level vocational education (VE) courses and 78,699 individuals were enrolled in postsecondary-level VE courses in Mississippi. Eight performance standards and core measures were

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Experiential Learning; *Incidental Learning; Labor Force Development; Learning Strategies; Lifelong Learning; On the Job Training; *Staff Development; *Teaching Methods
IDENTIFIERS- ERIC Digests; *Situated Learning

New ways to learn at work draw upon workers' previous experiences, link concepts and practices, and encourage reflection and the transfer of knowledge from one situation to another. Action, situated, and incidental learning are three current approaches. Action learning is a systematic process through which individuals learn by doing. It has been adopted in the workplace as a viable approach to experiential management education and development and an important element of a training and development strategy. In the situated learning approach, knowledge and skills are taught in contexts that reflect how the knowledge will be used in real-life situations. Cognitive apprenticeship is one example of situated learning in which learners participate in a community of practice that is developed through activity and social interaction, in ways similar to that in craft apprenticeships. Incidental learning is unintentional and unexamined. The primary intent of the activity is to accomplish the task, not to learn. Each of these three ways of learning share common qualities and attributes. All engage learners in experiential learning, and all have a collective dimension. The gap between the learner and expert disappears. Conditions that enhance learning common to the three approaches are proactivity, critical reflection, and creativity. Since they involve experiential activity, these three ways of learning offer promise to organizations striving to achieve high performance. (Contains 11 references.) (YLB)

ED 385 779 CE 069 740

Imel, Susan
Inclusive Adult Learning Environments. ERIC Digest No. 162.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; *Cultural Context; Cultural Differences; *Educational Environment; Learning Theories; Power Structure
IDENTIFIERS- ERIC Digests

Adult educators are recognizing that factors in the learning environment related to psychological, social, and cultural conditions exert a powerful influence on learners' growth and development. Current discussions on learning environments have broadened to include the need to confront issues of sexism and racism, interlocking systems of power and oppression, and social justice. In creating an inclusive learning environment, addressing institutional and societal levels is important, but the most significant level is the selection of appropriate materials and methods that address the characteristics of learning group members. Working toward the goal of creating an inclusive learning environment may give rise to some issues, assisted with the oranization and supervision of students. A description of how to organize this type of workshop, a schedule, and a list of resources are provided. (JE)

ED 385 799 CG 026 304

Koszewski, Stephen
An Evaluation of Customers' Opinions of an Academic Advisory Program for High School Freshman.
PUB DATE- May 94
NOTE- 89p.; Master of Science Thesis, University of Houston.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Counseling; *High School Freshmen; High Schools; Parent Attitudes; Program Effectiveness; Program Evaluation; Program Improvement; School Orientation; Student Attitudes; Study Skills
IDENTIFIERS- Texas; *Upward Bound

This study assessed the attitudes of three groups that participated in Upward Bound, a newly instituted academic advisory program at Tomball High School in Texas. It also provided a baseline of data to measure students' academic performance. The three groups, 300 high school freshmen, 115 of their parents, and 33 full time faculty, responded to Likert-type and open-ended questions. Overall, attitudes of parents and students were mixed. Sponsors cited the program's potential for establishing group cohesion among freshman students. Some benefits were reported in study skills and, to a lesser degree, interpersonal skills. However, an improvement in first semester Algebra 1 and English 1 grades was not realized when comparing this year's freshman class (participants of academic advisory) with last year's freshman class (non-participants). Areas cited by sponsors and parents as needing improvement are communication, planning, structure and relevancy of curriculum, format of academic advisory (activities and study period), and teaming; staff development (on advisory role) is needed. Parents and students tended to agree that the concept of academic advisory is good, but preferred another content elective and suggested that academic advisory be exclusively for students with low self-esteem. (Contains 36 references.) (Author/JE)

ED 385 800 CG 026 374

Nelsen, Anne Kusener; And Others
Crucial Practices for Diversity. A Project Report.
PUB DATE- Jul 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Cultural Pluralism; Enrollment; Higher Education; *High Risk Students; *Minority Groups; Racial Integration; School Demography; *Self Evaluation (Groups); *Special Needs Students; Student Needs; Students; *Undergraduate Students; Undergraduate Study

In an effort to improve educational institutions' recruitment and retention of undergraduate students of color, particularly members of underrepresented groups, a self-assessment guide was produced by a group of large public research universities. Common patterns of challenges and opportunities at the various language, sociology, and supporting technology. New fields (not present in the 1981 dictionary) that contribute additional terminology are those of writing, literacy criticism, student assessment, print and graphic design, and semiotics. The dictionary also contains 14 invited essays written by noted scholars who offer their personal views on topics such as censorship, dyslexia, emergent literacy, evaluation in education, functional literacy, literacy, literary criticism, phonemic awareness, readability, reader response, problems in translation, and whole language. Appendixes present a wordex, a list of common abbreviations and their meanings, and a 129-item selected bibliography. (RS)

ED 385 821 CS 012 223

Newman, Anabel; And Others
CONSULT-I Reading South Avondale Elementary School Cincinnati Project. Final Report.
SPONS. AGENCY- Ohio State General Assembly, Columbus.
PUB DATE- 30 Jun 95
NOTE- 118p.; For the June 1994 report, see ED 371 327.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Elementary Education; Individualized Instruction; *Instructional Effectiveness; Parent Participation; *Reading Achievement; *Reading Diagnosis; Reading Difficulties; *Reading Improvement; Reading Programs; Reading Research; Remedial Reading
IDENTIFIERS- *Afro Americans; Cincinnati Public Schools OH; CONSULT I Computer Program

A study examined the effectiveness of the third year of implementation of the CONSULT-I program, which uses artificial intelligence with statistical pattern recognition in constructing a diagnosis and recommending treatment of reading difficulties. Six elementary classroom teachers at South Avondale Elementary School in Cincinnati, Ohio, volunteered to participate in the project. Participants were trained in collecting data for a learner profile, implementing the strategies recommended by the CONSULT-I program, and assessing the 30 Afro-American students at the end of the year. Results (consistent with previous projects) indicated that: (1) teachers believed that the recommendations made by Consult Reading were efficient and effective; (2) 92% of the learners had positive changes in affect and 88% had positive changes in attitude; (3) 96% of the students made significant progress in the classroom; and (4) teachers reported an increase in parent contact and participation. Recommendations include: use Consult Reading strategies for all students, not just those students involved in the program; expand opportunities for peer tutoring in the classroom; identify and pay an onsite coordinator to mentor teachers; and encourage parent participation early. (Contains 9 references and 10 tables of data. Appendixes present the taxonomy of learner characteristics, results of 4 earlier studies, inservice agendas, and program assessment responses.) (RS)

ED 385 822 CS 012 224

Kubis, Mary Ellen
The Relationship between Home Literary Environments and Attitudes toward Reading in Ninth-Grade Students.
PUB DATE- 94

In the service of accountability, educators have been emphasizing the student as consumer, client, customer. Consequently, assessment is asking the wrong questions of the wrong people. Outcome measures are often intended to evaluate student and teacher performance rather than to assess teaching and learning. Anthony Petrosky's study of literacy in the Mississippi Delta is a frightening example of how assessment can masquerade as learning. According to the Petrosky study, mandates based on assessment measures typical of the Mississippi School Reform Act are problematic in a number of ways: (1) they focus on solutions such as tests, upward mobility, not processes like teaching and learning; (2) they emphasize basic skills rather than high order critical thinking strategies; (3) they cause friction and isolation among teachers; and (4) they perpetuate outmoded styles of teaching (e.g., recitation rather than discussion). Thomas Angelo and Patricia Cross's "Classroom Assessment Techniques: A Handbook for College Teachers" offers a number of helpful directives that ensure that assessment is a means by which teachers may improve their effectiveness. To respond to the challenge set forth in the handbook, one college-level instructor began assigning the one-minute paper to her students, an in-class writing assignment that required her students to answer 2 questions: first, what was the most important thing learned in class today? and second, what important question remains unanswered? These essays led to spirited classroom discussions and ultimately better teaching and learning. (TB)

ED 385 840 CS 214 980

Johnson, Kathleen R.
Engendering Anthropocentrism: Lessons from Children's Realistic Animal Stories.
PUB DATE- 12 Apr 95
NOTE- 10p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Animals; Childhood Interests; *Childrens Literature; Cultural Context; Elementary Education; Ethics; Fiction; Ideology; *Literary Criticism; Literary Genres; *Moral Values
IDENTIFIERS- *Anthropocentrism; *Pets; Story Content

In children's realistic stories about animals a number of wholly and unambiguously anthropocentric assumptions are at work. For instance, in a study most of the books (81%) in one sampling of 50 stories involve a pet or the process of domesticating a wild animal. In most cases the primary animal character is a dog or horse. The predominance of pets and pet keeping helps to create and perpetuate anthropocentrism in a variety of ways. First, while pets receive a favored status, "other" animals are relegated to the background and treated indiscriminately as objects or replaceable commodities. "National Velvet" is an interesting example because Velvet's love for her horse is casually juxtaposed throughout the story to her father's occupation as a butcher. Second, the idea of a good pet or animal is measured in these children's stories by his or her subservience to humans. Finally, pet stories delimit the meaning of the bond humans have with animals. These stories send the message that pet keeping is the only relationship that the United States tended to hold for authors in other parts of the world. (Contains 42 references and 75 tables of data.) (RS)

ED 385 857 CS 215 007

Nemer, Anne, Comp.
Talking about Freedom: A Teacher's Guide to the First Amendment.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Censorship; Class Activities; *Freedom of Speech; Interdisciplinary Approach; *Public Education; School Prayer; Secondary Education; *Student Rights; Teaching Methods
IDENTIFIERS- *First Amendment; Flag Burning

Intended to make the First Amendment relevant to young people by addressing issues that speak directly to their lives, this guide assists teachers in using "Talk about Freedom," a series of eight educational print advertisements (ads) for teenagers, in the classroom. The eight print ads presented in the guide address: (1) censorship of school newspapers; (2) what students wear as a form of expression; (3) school prayer; (4) what books students should be allowed to read; (5) racist, sexist, or hate-filled speech; (6) incendiary song lyrics; (7) parental warning labels for music albums; and (8) flag burning. The guide presents copies of each ad, suitable for student handouts or classroom display; ready-to-use exercises; discussion guides; and suggestions for interdisciplinary activities. The guide also includes a description of the First Amendment and key U.S. Supreme Court rulings related to the rights of students in public schools. A list of nine organizations that regularly address First Amendment issues and a description of other activities are attached. (RS)

ED 385 858 CS 215 009

Burstyn, Joan N., Ed.
Desktop Publishing in the University.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Desktop Publishing; *Electronic Publishing; Faculty Publishing; *Higher Education; *School Publications; Technological Advancement
IDENTIFIERS- Faculty Attitudes; University Presses

Highlighting changes in the work of people within the university, this book presents nine essays that examine the effects of desktop publishing and electronic publishing on professors and students, librarians, and those who work at university presses and in publication departments. Essays in the book are: (1) "Introduction: The Promise of Desktop Publishing" (Joan N. Burstyn); (2) "Who Should Be in Control?" (Robert M. Hayes); (3) "Who Is in Control?" (Robert L. Oakman); (4) "The Sorcerer's Apprentice: A Publications Manager's View" (David May); (5) "Desktop Publishing: Its Impact on the Academic Community" (Robert J. Silverman); (6) "Issues of Access and Equity" (Deborah G. Johnson); (7) "On the Proper Role of

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Experiential Learning; Higher Education; Learning Activities; *Mass Media Use; *Soap Operas; *Speech Communication; Student Surveys; *Television Viewing; Undergraduate Students; Writing Assignments
IDENTIFIERS- *Communication Context; *Prime Time Television; Saginaw Valley State University MI

Experiential learning is, in its most simplistic form, a philosophical perspective that links the concrete with the abstract. If experiential learning utilizes the experiences of the learner, television is part of the learner's experience, and to ignore the pervasiveness of mass media in modern society is to ignore part of the lived experience of the student. Selecting a television genre suitable for use as an experiential learning tool will depend on the communication phenomenon being examined, the desired outcome of the learning experience, and the amount of time allowed for completion of the viewing experience. Given the educational goals of a class at Saginaw Valley State University, a case could be made that evening dramas are suitable tools for experiential learning. A survey of 78 students showed that all but 12 watch evening dramas on a regular basis, indicating that students are interested in the genre. A significant element of the evening drama is its lack of closure, a feature that mirrors real life. Further, evening dramas can become a vicarious learning experience for students who have had limited life experiences. An assignment that could be used with evening dramas would require students to: (1) record the date of the drama and write a brief summary of it; (2) summarize any significant communication material shown; (3) record their reactions to the material shown; and (4) write a final paper in which they discuss their observations of human communication in evening drama. (TB)

ED 385 877 CS 509 005

Simonds, Cheri J.; And Others
What Will Happen If: Challenge Behavior in the College Classroom.
PUB DATE- Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Communication Research; *Conflict; Cooperation; Higher Education; Research Needs; *Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Challenge; Communication Behavior

Past research has focused on conflict and power between students and teachers from elementary school through high school. A study explored the long neglected area of the college environment and treated the classroom as a unique culture. The construct of challenge behavior is defined as student behaviors that are contrary to implicit or explicit expectations of the classroom. It is also posited that challenge behavior may be motivated by information seeking strategies used to reduce uncertainty. The nature of this construct is explored by asking how students challenge teachers, how teachers respond to

Stringfield). Section 3, "New Directions for School Effectiveness Research," contains four chapters: (9) "A Model of Elementary School Effects" (Sam Stringfield); (10) "Effective Instruction: An Empirical Basis for a Theory of Educational Effectiveness" (Bert P. M. Creemers); (11) "Conceptual Frameworks on School Effectiveness: Rational Control Versus Choice" (Jaap Scheerens); and (12) "School Effectiveness--The Need for an International Perspective" (David Reynolds, Bert P. M. Creemers, James Bird, Shaun Farrell, and Frans Swint). Seventeen tables and eight figures are included. References accompany each chapter. Author and subject indexes are included. (LMI)

ED 385 895 EA 026 832

The Impact of Educational Reform on Students At Risk in Texas. Final Report of a Study.
PUB DATE- Mar 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Educational Change; *Educational Policy; Extracurricular Activities; Graduation Requirements; *High Risk Students; High Schools; Longitudinal Studies; *Potential Dropouts; State Legislation; State School District Relationship; *State Standards
IDENTIFIERS- *Texas

This report presents findings from a 5-year study of the impact of educational reform on Texas students who are in situations that put them at risk of school failure or dropping out. Data were derived from three sources: a statewide survey of high school principals; a longitudinal analysis that tracked 1,800 at-risk high school students from school year 1988-89 through 1992-93; and case studies of eight high schools. The study focused on five specific policies that were implemented as part of a larger education-reform movement that began in Texas in 1983: increased graduation requirements, the exit-level competency test for graduation, restrictions on participation in extracurricular activities, an attendance policy limiting the number of allowable absences, and a drivers' license law requiring proof of enrollment to obtain a license. School staff expressed predominantly positive attitudes toward the reform policies in general. However, they were less positive about implementation and impact of the specific reform policies. They expressed two primary concerns--the accuracy of the process for identifying students at risk, and the differential impact of polices on identified at-risk students and other students. Recommendations include: (1) Continue to analyze the concept of students at-risk to improve its usefulness in directing limited education resources; (2) provide school districts with greater discretion in directing resources and services to students by making the state at-risk criteria optional; (3) continue to provide technical support and training to school district staff in effective risk identification and existing practices; (4) continue to closely monitor the differential impact of state-level policies on students at risk versus other students; and (5) continue to emphasize remedial and compensatory programs that accelerate instruction. (LMI)

ED 385 896 EA 026 873

Engel, Brenda S.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Administrator Effectiveness; Elementary Secondary Education; Interprofessional Relationship; *Leadership; *Leadership Styles; *Organizational Development; Principals; *Professional Development; School Administration; Teacher Effectiveness
IDENTIFIERS- *Maine Academy for School Leaders

This book presents the stories of a group of Maine educators--teacher leaders, teaching principals, and principals--who met at the Maine Academy for School Leaders (MASL) in 1992 to share their experiences and frustrations and to help each other improve their understanding and practice of educational leadership. They share personal accounts of how they developed new skills, including dealing more constructively with angry and demanding parents and colleagues, and forging working teams out of faculty groups greatly divided by philosophies and personal histories. Following the foreword, "The Voices of Practicing School Leaders," by Roland Barth, and information about the authors and the MASL network mission, nine chapters include: (1) "Conflict With Mrs. Z: Lessons from an Unlikely Source" (Norma Richard); (2) "Surprising Outcomes or Why Do They Read Macbeth?" (Elizabeth Wiley); (3) "From I to We: A Middle School Story" (Patrick R. Phillips); (4) "Living with Ambiguity: The Promise and Perils of Teacher Leadership" (Sally Mackenzie); (5) "The Marathon" (Ann Constantine Cheney); (6) "Alone at Sea: Maneuvering Through a School's Culture" (Martha G. Corkery); (7) "From Running Rapids to Running a School" (Donald Buckingham); (8) "Our Journey: Notes from the Writers' Collaborative Log" (George F. Marnik); and (9) "Writing for Professional Growth: A Double-Edged Sword" (Gordon A. Donaldson, Jr.). A glossary of MASL terms is included. (LMI)

ED 385 914 EA 026 937

Hartzell, Gary N.; And Others
New Voices in the Field: The Work Lives of First-Year Assistant Principals.
PUB DATE- 95
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistant Principals; Discipline Policy; Interprofessional Relationship; Organizational Theories; *School Administration; School Supervision; Secondary Education; *Socialization; *Teacher Administrator Relationship

New assistant principals find their new leadership role quite different from their previous work as teachers. This book, based on a 5-year study, addresses the realities of day-to-day life for new assistant principals (APs) in secondary schools. The book presents the actual experiences of men and women who made the transition from teacher to administrator. Data were collected through formal and informal conversations held with approximately 90 first-year secondary school APs in California, Washington, and Nebraska during 1989-94. The first chapter sets the scene for the book by describing the experiences of a new assistant principal, based on a diary kept by a beginning AP during her first year at a junior high school. The second

Burma. As a significant part of the nationalist-socialist revolution launched to undermine foreign influences on the Burmese society in 1962, all schools in the country were nationalized and the curriculum "Burmanized." The paper describes the events leading up to the nationalization of schooling in Burma under General Ne Win's government (1962-88) as well as the deeper socio-cultural and historical factors that played a crucial role in the Burmese military regime's decision to nationalize schooling and knowledge. In particular, the paper examines whether Burma's nationalization policies entailed a radical response to capitalist development. A conclusion is that although the nationalization measures appear to be radical because of their inward-looking and isolationist nature, they were not very radical. It is true that they were taken as part of the revolution with the purpose of minimizing the influence of, and gradually severing the ties with, the capitalist world. However, paradoxically, they were carried out within the framework of the dominant paradigm of modernization, the ideology of which was spread with the development of capitalism. Furthermore, the concept of the nation-state was strictly adhered to by the nationalist-socialist leaders. (Two crucial concepts in the emergence of capitalist modern world system are the ideology of modernization and the concept of nation-state.) The educated nationalist continues to look for solutions for the country's problems solely within the dominant ideological framework, accepting the viability of the nation-state and modernization. Seen against this contradictory background, there is nothing truly radical about Burma's educational nationalization. Contains over 40 references. (LMI)

ED 385 931 EA 026 959

Ellis, Laura J.
Parental Employment and the Effects on Student Attendance.
PUB DATE- Jun 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Attendance Patterns; Elementary Education; *Employed Parents; *Employed Women; *Family Work Relationship; Mothers; *Parent Student Relationship

Research on the effect of parent employment on student attendance has been sparse and inconclusive. This paper presents findings of a study that tested the following hypothesis--that students whose parents were at home during school hours would be absent more frequently than students whose parents worked during school hours. The sample was comprised of 82 kindergarten and third-grade students at Malinta Elementary School (Malinta, Ohio), a school with a very low percentage of minority students. The total number of days each child was absent during the 1994-95 school year was tabulated. Students' responses to the question "If you were sick and needed to stay home from school, would there be someone at home to take care of you?" were then compared with school records. A one-tailed t-test failed to find support for the hypothesis. There was no significant difference between the absentee rates of children whose parents were employed and children whose parents were not employed. The study, which focused on elementary school students, did not consider which parent was home or whether parents worked a second or third shift. (LMI)

ED 385 932 EA 026 960

usefulness, increasing the principal's dependence on the AP, and giving the principal a reason to support the AP's activities and requests. (Contains 34 references.) (LMI)

ED 385 949 EA 026 984

Haskin, Karen
A Process of Learning: The Principal's Role in Participatory Management.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; Administrator Role; Elementary Education; Interprofessional Relationship; Organizational Climate; *Participative Decision Making; *Principals; *School Based Management; Teacher Administrator Relationship; *Women Administrators

Successful implementation of school-based management (SBM) begins with effective principal leadership. This paper describes findings of a study that examined the principal's role in implementing school-based decision making. Ethnographic data were collected over a 3-year period in 4 elementary schools that implemented SBM. Methods included observation and 66 formal interviews with principals, teachers, parents, and program facilitators. Findings indicate that a facilitative leadership style was most compatible with SBM. A facilitative principal shares decision-making responsibilities on issues related to school management and administration, encourages the development of leadership within the nonadministrative staff, and fosters a school climate of trust and efficacy. The principal also needs the support of some committed staff. Female principals tended to have greater success with facilitative leadership than did male principals, perhaps because women tend to utilize less hierarchical leadership styles. Another reason might be that subordinates perceive facilitative male leaders as weak. Three figures are included. (Contains 39 references.) (LMI)

ED 385 950 EA 026 985

Newman, Lynn
School-Agency-Community Partnerships: What Is the Early Impact on Student School Performance?
PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). The evaluation presented is being conducted for the California Partnership for School-Linked Services and funded by the Foundation Consortium for School-Linked Services.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Agency Cooperation; Elementary Secondary Education; *Family Programs; Family School Relationship; Human Services; *Integrated Services; *Outcomes of Education; Partnerships in Education; School Health Services; *Social Services

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Crime Prevention; *Daily Living Skills; *Developmental Delays; Maintenance; Material Development; Preschool Children; *Preschool Curriculum; Preschool Education; *Safety Education; *Skill Development; Social Behavior; *Stranger Reactions; Teaching Guides
IDENTIFIERS- *Abductions; Kidnapping

This report describes a project to teach young children strategies to resist the lures of strangers and to produce and disseminate a training manual for teachers in mainstreamed preschool classes. Project activities and accomplishments of the project are described. The project involved a study of 47 children (ages 3 and 4), 6 of whom had developmental delays or disabilities, in three inner-city Head Start classrooms. Small classroom groups and in vivo probes in the community were used to teach children how to avoid abduction, by moving away from strangers, saying "no" to strangers, and reporting any occurrence of lures by strangers to teachers or parents. A comparison was undertaken of two strategies to help maintain what the child learned: monthly reviews with verbal rehearsal, modeling, and feedback; and monthly reviews with verbal rehearsal, modeling, feedback, and in-class role playing. A training manual for preschool teachers is provided. It discusses components of effective abduction-avoidance training, descriptions of training sessions and sample scripts, and information on how to assess whether children will perform effective avoidance behaviors when approached by an actual stranger. (Contains 287 references.) (SW)

ED 385 968 EC 304 162

Woodward, John; Gersten, Russell
The TORUS Project: An Innovative-Assessment Technology Program. Final Report.
PUB DATE- 30 Mar 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Addition; *Computer Managed Instruction; *Computer Software; Construct Validity; *Elementary School Mathematics; *Error Patterns; Intermediate Grades; Junior High Schools; *Learning Disabilities; Material Development; *Mathematics Instruction; Middle Schools; Program Evaluation; Subtraction

This report describes TORUS, a computer-based program for elementary school students with learning disabilities which analyzes student work samples in addition and subtraction and provides individual profiles of student misconceptions and weaknesses. Initially, work samples from 236 middle school students with learning disabilities were analyzed by a human expert to assess the relative difficulty of addition and subtraction in terms of number and types of misconceptions and to provide an empirical basis for encoding misconception algorithms into the TORUS program. Pilot test data, construct validity research, and criterion validity studies are described, as are the use of commercial programs as building blocks for sophisticated software and differences between TORUS and the BUGGY program. The 10 most common substraction misconceptions are identified and matched to the sequence of

(DB)

ED 385 987 EC 304 188

Carpenter, Trudy
Teaching High School Students with Attention Deficit Hyperactivity Disorder Self Advocacy Skills and Strategies for Coping with Their Disability in School.
PUB DATE- 95
NOTE- 50p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Advocacy; *Attention Deficit Disorders; Cognitive Style; Coping; Goal Orientation; High Schools; High School Students; *Hyperactivity; Individual Differences; Knowledge Level; Self Determination; *Self Evaluation (Individuals); *Self Management; *Student Participation; Student Role
IDENTIFIERS- *Self Advocacy

This practicum provided a 12-week group instruction program which was designed to enable 8 high school students with attention deficit hyperactivity disorder (ADHD) to gain knowledge about ADHD, implement strategies for coping with the disorder, and employ self-advocacy skills. The program involved administration of an ADHD measure prior to and following the intervention; administration of a learning strategies inventory; development of a list of classroom modifications which students discussed with their teachers; development of goal attainment sheets; selection of instructional materials; and interviews with individual students, parents, and 16 teachers. Data analysis indicated that students: (1) increased understanding of their ADHD; (2) increased understanding of individual learning styles; (3) gained strategies to self-advocacy; and (4) selected modifications to address individual learning styles. It was concluded, however, that high school students need more than a 12-week group program to learn self-advocacy skills and strategies for coping with the disorder. Three appendices provide the goal contract used, a classroom modification checklist, and the ADHD pre/post-test. (Contains 20 references.) (DB)

ED 385 988 EC 304 189

Bourland, Eric
Violence Prevention: A Topical Newsletter.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Attitudes; Agency Cooperation; *Behavior Disorders; Change Strategies; Elementary Secondary Education; *Emotional Disturbances; Parent School Relationship; *Prevention; *Program Development; Regional Programs; School Community Relationship; Technical Assistance; *Violence
IDENTIFIERS- Regional Resource Centers

This newsletter theme issue addresses the issue of violence prevention in American schools and is based on presentations and discussions at the Workgroup To Improve the Quality of

Recent court cases which have rendered decisions as to what constitutes the least restrictive environment (LRE) for students with disabilities are discussed. Six cases, decided between 1989 and 1994, are considered, half of which were decided in favor of the parents in their quest for a less restrictive setting for their child, while the other half were won by the school districts in their petition for a more restrictive setting. The cases include: Daniel R.R. v. State Board of Education, (Christy) Greer v. Rome City School District, (Rafael) Oberti v. the Board of Education of the Borough of Clementon School District, Sacramento City Unified School District Board of Education v. Rachel Holland, Clyde K. v. Puyallup School District, and (Gregory) Urban v. Jefferson County School District. It is concluded that in the future some sort of a test will be employed to determine whether a student has been placed in the LRE. Factors that might be included in such a test are: use of supplementary aids and services, educational and noneducational benefits, effect of the child upon others, cost, and whether the student has been mainstreamed to the maximum extent possible when segregated placement is used. It also appears that when the child is young and intellectually disabled, the courts will favor regular class placement. On the other hand, older children, especially those with behavioral disorders, will be more likely removed from the mainstream. (SW)

ED 386 006 EC 304 208

Beuttler, Richard C.
A Review of Diagnostic Methods for Identifying Attention-Deficit/Hyperactivity Disorder in Adults.
PUB DATE- May 95
NOTE- 64p.; Ph.D. Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Adults; *Attention Deficit Disorders; *Clinical Diagnosis; Diagnostic Tests; *Disability Identification; Evaluation Criteria; *Evaluation Methods; *Hyperactivity; Learning Disabilities; Multiple Disabilities; Symptoms (Individual Disorders)

This paper reviews the assessment and diagnosis of attention deficit/hyperactivity disorder (ADHD) in adults. To provide baseline information, consideration is given to outcome studies for adults who were first diagnosed with ADHD as children. Studies of clinical assessment methods are addressed, and previous diagnostic criteria are compared to current criteria. Also considered is the area of retrospective childhood diagnosis. The retrospective approach of reviewing childhood symptoms was found to provide moderate agreement between parental and subject recollections of childhood behavior; however, there may be a tendency for subjects to under-report their symptoms compared to parents. Presence of co-morbid disorders such as learning disabilities has confounded much of the clinical assessment of symptomotology. Tests which have been used to differentiate children with ADHD and those with learning disabilities are examined, as are the use of neuropsychological tests in adults. It is concluded that the lack of consensus in the existing literature suggests that a multimodal method of assessment appears necessary at this time. (Contains 39 references.) (SW)

ED 386 007 EC 304 209

Scoring; Second Language Instruction; Second Language Learning; Statistical Analysis; *Student Evaluation; *Writing Instruction
IDENTIFIERS- *California Polytechnic State University

This paper offers an examination of the holistic assessment used for the Graduation Writing Test (GWT) at California State Polytechnic University at Pomona for nonnative speakers of English. Holistic assessment is a widely accepted method of evaluating student writing at the university level for administration, placement, proficiency, and certification of competency, although the validity of interpretation and application of scoring criteria have been unconfirmed for nonnative-speaking students. Similarities and differences between coursework and the writing test were examined. The constructs for comparison were operationalized for the curriculum through the criteria that faculty used for assessing English-as-a-Second-Language (ESL) writing in academic coursework, gathered by a faculty survey, and for the GWT, using holistic criteria that raters use for the high-stakes evaluation that permits, delays, or denies university graduation. Using the GWT cut-off score of 6 and below as a failing score and 7 and above as a passing score on a cumulative 12-point scale with two raters, approximately the same proportions for pass/fail were maintained. The revised scoring version, or analytic rubric, is appended. (Contains 32 references.) (NAV)

ED 386 026 FL 023 168

Chandler, Paul, Ed.; Hodnett, Edda, Ed.
HALT Selected Papers, 1993 with Language Teaching Ideas from Paradise.
PUB DATE- 93
NOTE- 78p.; Selected papers presented at the Meeting of the Hawaii Association of Language Teachers (Hawaii, 1993).
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- French; Japanese; Learning Processes; Mass Media Use; Reading Instruction; *Second Language Instruction; Spanish; Student Development; Uncommonly Taught Languages; Writing Instruction

In section I, papers presented at the Hawaii Association of Language Teachers (HALT) in 1993 are presented. Section II includes a number of projects received from a call for papers simultaneous to the call for the HALT papers. Section 1 contains: "This is Like a Foreign Language to Me: Keynote Address" (Bill VanPatten); "From Discussion Questions to Task-Based Activities" (James F. Lee); "Learner-Relevant Literature: Developing Reading and Writing Strategies in the Intermediate Language Classroom" (Kathryn A. Hoffmann); "Reducing Foreign Language Anxiety in the Learner-Centered Classroom" (Heiko Heinz Schlesiger); "A Novel Approach to Novels" (Dorothy Buchanan); and "Problems of the Bilingual Dictionary: THe Case of French and English" (Kathryn Klingebiel). Section 2 includes: "Use of 'DONT' in French" (Marie Jose Fassiotto) in French; "The Use of the Newspaper in the Foreign Language Classroom: A Student-Centered Project" (Edda D. Hodnett with Paul Chandler); "Student Controlled Learning Environments with Hypercard (TM) and Interactive Multimedia" (Carol Beresiwsky); "From Theory to the Classroom: The Learner-Centered Approach and the Spanish for Business Class" (Rafael Gomez and Frauke Lowensen); and "Japanese Unit: Telephone Activities" (Kyoko Hijirida and Carrie N. Sato). Many papers contains references.) (NAV) by adoption of a functional approach to linguistic analysis; through their research, functional grammarians have provided language teachers with criteria for evaluating the extent to which learners have gained control of the grammatical and discourse features of a variety of communication genres valued in academic contexts, and these can be used systematically to evaluate student written production. Two innovative Australian programs in which this principle has been applied are described. One is a large-scale curriculum development effort focusing on development of elementary student writing skills, and the other is a project to develop a systematic procedure for diagnosing and quantifying the strengths and weaknesses of students' academic language, both oral and written. Contains eight references. (MSE)

ED 386 047 FL 023 211

Bushell, Brenda; Dyer, Brenda
Coherence and Continuity in the Task-Centred Language Curriculum: Global Education as a Framework for Task-Based Language Teaching.
PUB DATE- 94
NOTE- 20p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Curriculum Design; *Curriculum Development; *Educational Needs; *Environmental Education; Foreign Countries; Global Approach; Higher Education; *International Studies; Language Research; Needs Assessment; Questionnaires; Second Language Instruction; *Second Languages; *Student Attitudes; Teaching Methods
IDENTIFIERS- International Christian University (Japan)

An assessment of the English-as-a-Second-Language curriculum at International Christian University (Japan) looked at: (1) the kind of English language study perceived by students as important for their success; (2) how students' perceived needs compare to the professors' assessments of required academic tasks, as measured by a previous task analysis; (3) the support available for a global education curriculum within the English language program; and (4) whether the environmental studies unit presently in place in the program is compatible with the results of the needs analysis. It was found that students' perceptions of their language needs were close to those of both their teachers and the program's goals and objectives, and that content-based global studies were perceived as appropriate to students' immediate academic needs and visions of the future. A task-based curriculum design model based on the findings is outlined. Problems yet to be resolved include assessment of task difficulty and the degree to which learners' perceived needs should guide curriculum design. A list of further resources, the student questionnaires, and excerpts from student comments on global issues are appended. (MSE)

ED 386 048 FL 023 212

Sachs, Gertrude Tinker; And Others
From Task Description to Task Enactment: Teachers' Interpretation of Language Learning Tasks.
PUB DATE- 94
NOTE- 18p.; In: Bird, Norman, Ed., And Others. Language and

ED 386 066 FL 023 231

Andrews, Stephen
The Grammatical Awareness and Knowledge of Hong Kong Teachers of English.
PUB DATE- 94
NOTE- 15p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *English (Second Language); Foreign Countries; *Grammar; *Knowledge Level; *Language Teachers; Native Speakers; Second Language Instruction; *Self Esteem; Teacher Attitudes; *Teacher Qualifications
IDENTIFIERS- Hong Kong

A survey investigated the awareness and knowledge of English grammar among 141 English-as-a-Second-Language teachers and teacher trainees in Hong Kong. The questionnaire: (1) elicited background information on the subjects; (2) asked five open-ended questions designed to explore awareness and understanding of what grammar is; (3) elicited scaled responses to statements on the importance of grammatical knowledge, confidence in teaching it, and their own attitudes toward grammar as language learners; and (4) tested knowledge of grammatical terms and their use. Analysis focuses on comparison of results for native English-speaking (n=29) and native Cantonese-speaking (n=101) teachers and on subgroups of the native Cantonese-speakers in relation to educational background and teaching experience. Results are somewhat inconclusive, but point to a need for more in-depth study of individual teachers. Contains 14 references and 9 tables. (MSE)

ED 386 067 FL 023 232

McNeill, Arthur
Some Characteristics of Native and Non-Native Speaker Teachers of English.
PUB DATE- 94
NOTE- 14p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Difficulty Level; *English (Second Language); Foreign Countries; Language Teachers; *Native Speakers; Problem Solving; Reading Comprehension; Reading Instruction; Second Language Instruction; *Teacher Attitudes; *Teacher Characteristics; Vocabulary Skills

This study compared the performances of four groups of Hong Kong teachers of English as a Second Language on a language teaching task. Subjects were two groups of native English-speaking teachers, one of expert teachers and one of novices, and two groups of non-native English-speakers, one of experts and one of novices. All were asked to preview an English text and select 12 words they thought would be unfamiliar to a specific student level. A group of 200 students from Hong Kong secondary schools took vocabulary tests on the same text. Comparison of

This indicated a change in the relative value the campus placed on the core technologies of instruction, service, research, and sales. In addition, as a result of investment on the margin, historical forces, and the desire to gain legitimacy in the eyes of its suprasystem, the organization changed into a "wild" organization. Appendices contain a methodology discussion, tables, and figures. (Contains 36 references.) (JB)

ED 386 086 HE 028 488

Lin, Yuan-Lih
Computer Literacy for College-Level Philosophy Students at National Taiwan University.
PUB DATE- 90
NOTE- 42p.; Master's Thesis, University of Wisconsin, Madison.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Chinese Culture; College Faculty; *College Instruction; College Students; *Computer Literacy; Computer Uses in Education; Curriculum Development; Foreign Countries; Higher Education; *Philosophy; Student Role; Teacher Role; Undergraduate Study
IDENTIFIERS- *National Taiwan University; Wittgenstein (Ludwig)

This paper analyzes a proposal for integrating computer literacy into undergraduate level philosophy study at the National Taiwan University and suggests definitions and curriculum formats. The paper proposes a new definition of language and a multi-dimensional definition of computer literacy. These are then applied to the undergraduate education of the philosophy department. This application involves recommendations for a revision of the current curriculum, analysis of the definition of computer literacy, scrutiny of the changing role of teachers, students, and the philosophy department, discussion of teachers' and students' backgrounds, and analysis of the philosophical foundations and social implications of using computers in the curriculum and instruction of the Department. The paper's conclusion, based on Ludwig Wittgenstein's theory of language as "language games," argues that, as language games are for communication, computer literacy in the philosophy department is a communication between philosophy, all subject matters about human beings, and the computer. In addition, the end or goal of the game is to make college philosophy students intellectual and wise in a new age, and that college philosophy students are computer-literate in the communication contest among philosophy, subject matters about human beings, and the computer. (JB)

ED 386 087 HE 028 489

Hall, Cedric
Obstacles to the Integration of University Qualifications and Courses into the National Qualifications Framework. Nga Taumata Matauranga O Aotearoa Higher Education in New Zealand. Occasional Paper Number 1.
PUB DATE- 94
NOTE- 36p.; A publication of the Educational Development Centres of New Zealand Universities.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; College

holding virtual conferences, and exchanging information; and (2) the development of vertical market computer software for basic IR functions. (MDM)

ED 386 106   HE 028 514

Johnson, Regina E.
Assisting Higher Education Professors with Multicultural Classroom Challenges.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Convention of the Southern States Communication Association (65th, New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Programs; Computer Networks; Cultural Awareness; *Cultural Pluralism; *Faculty Development; Higher Education; Multicultural Education; Program Development; Seminars; Teleconferencing; Videotape Recordings
IDENTIFIERS- Faculty Attitudes; Internet; *Middle Tennessee State University

This paper describes an ongoing effort at Middle Tennessee State University to involve teaching faculty in the exploration of issues surrounding the growing diversity in the campus population. It discusses the background and rationale for the project, planning phases, and implementation. An orientation session was developed, centered on presentation of "The Intercultural Classroom, A Different Place," a video docudrama produced by the Intercultural Resources Corporation. Response to the orientation session was negligible, drawing mainly faculty with an interest in communications or intercultural and international affairs. A three-tiered plan of action was then developed which included activities within the college of liberal arts, campus-wide involvement, and several nationally-grounded exercises. These included nationwide teleconferences, Internet discussion lists, campus cultural and diversity activities, and department meetings on multiculturalism. Suggestions for program improvement are discussed. (MDM)

ED 386 107   HE 028 515

Miller, Michael T.; Salem, Karen B.
Studying Finance in Higher Education: Trends, Issues, and Practices of the Past Decade.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Educational Finance; *Educational Trends; Financial Support; Foreign Countries; *Higher Education; Income; *Postsecondary Education as a Field of Study; *Scholarly Journals; Trend Analysis; Tuition
IDENTIFIERS- Financial Planning; United States

This study examined publication trends in periodicals related to the study of higher education, examining articles on educational finance in seven leading periodicals from 1982 through 1993. A total of 98 articles on educational finance were identified. The study found that 51 percent of the articles were written by faculty, and that 81 percent were practice-driven, focusing on processes and systems used to contain the Board's task statement, list of regional symposia and participants, contributors to the study, and an outline of the purpose and principles of a new curriculum and the means to achieve it. (Contains 47 references.) (JB)

ED 386 127 HE 028 535

Information Digest of Postsecondary Education in Iowa, 1991-1992.
PUB DATE- 94
NOTE- 369p.; For the 1990-91 report, see ED 357 678. Printed on multi-colored paper.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Accreditation (Institutions); Budgeting; College Faculty; Degrees (Academic); Educational Finance; *Enrollment; *Expenditures; Graduate Study; Higher Education; Postsecondary Education; *State Colleges; Statistics; *Student Costs; *Student Financial Aid; Tables (Data); *Teacher Salaries; Tenured Faculty; Undergraduate Study; Universities
IDENTIFIERS- *Iowa

This publication provides statistical data and charts concerning the status of Iowa colleges and universities for the 1991-92 academic year. Data are presented for the following categories: (1) enrollments; (2) student expenses; (3) degrees and other formal awards conferred by each school; (4) faculty salaries and tenure for 1991-92 and 1992-93; (5) school financial data; (6) student financial aid and expenditures; and (7) information on cultural and ethnic diversity among students and faculty. Also provided is a list of the colleges and universities located in the state along with a brief description of each institution including address, telephone number, county, congressional district, accrediting association, control, affiliation, calendar system, highest academic offering, and types of program offered. (JB)

ED 386 128 HE 028 536

Greiner, Keith
Iowa Chiropractic Students Outlook for Practitioners and Need for State-Funded Assistance.
PUB DATE- Jan 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Labor Demands; Labor Needs; Loan Default; Loan Repayment; Medical Education; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Chiropractic Colleges; Chiropractic Education; Chiropractors; *Iowa

This state-mandated study examined the needs of Iowa chiropractic students and the Iowa demand for chiropractic health care in order to determine the feasibility of establishing a chiropractic forgivable loan program. The project used financial aid data and repayment rate data to evaluate the need for financial aid for chiropractic students; staffing levels and projections; labor data; population data; use of chiropractic services by health maintenance organizations; and community recruitment information to assess the demand for chiropractic practitioners. Results of the analysis include: loans account for 82 percent of all student aid to chiropractic students; 98 percent of Palmer College of Chiropractic (Iowa) graduates repay their loans; these students usually borrow lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A basic skills documentation matrix and competency profile are provided. (YLB)

ED 385 687 CE 068 582

Introduction to Electricity. Instructor Edition. Introduction to Construction Series.
PUB DATE- 94
NOTE- 237p.; For earlier version, see ED 316 742; for other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; Competency Based Education; *Construction (Process); Construction Industry; *Electrical Systems; Electricians; *Electricity; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Guides

This instructor's guide contains the materials required to teach a competency-based introductory course in electricity to students who have chosen to explore careers in construction. It contains three units: electricity materials, electricity tools, and applied skills. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A basic skills documentation matrix and competency profile are provided. (YLB)

ED 385 688 CE 068 583

Introduction to Heating, Ventilation and Air Conditioning (HVAC). Instructor Edition. Introduction to Construction Series.
PUB DATE- 94
NOTE- 183p.; For earlier version, see ED 306 391; for other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; Building Trades; Competency Based Education; *Construction (Process); Construction Industry; *Heating; Instructional Materials; Learning Activities;

community. It is divided into seven sections: (1) resources that deal with structures spanning roadways or carrying roads over rivers, streams, railroads, and depressed areas; (2) resources dealing with the control through planning, design, construction, and maintenance of the flow of water, both surface and underground, through, under, and alongside highways and with the roadside; (3) resources dealing with mechanical devices and specialized units used to excavate, fill, compact, transport, pave, and maintain roads and streets; (4) resources addressing the art of developing a mix of personnel, material, machines, and methods to achieve a specified goal and resources on surveying, mathematics, plan reading, safety, liability, and computers; (5) resources concerning the safe movement of vehicles through intersections, work areas, and special zones and winter operations; (6) resources that deal with the design, construction, maintenance, and management of roads and streets; and (7) information about related and other sources of training and technology resources. Each entry is composed of the following components: title, type of product, source, contact for further information, short description, and targeted audience. (YLB)

ED 385 707 CE 069 590

Soldwedel, Bette J.
Programming for Gender Equity. A Guide for Staff Development.
PUB DATE- 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Choice; Classroom Techniques; Educational Environment; Futures (of Society); Instructional Materials; Learning Activities; *Nondiscriminatory Education; Postsecondary Education; Sciences; Secondary Education; Sex Differences; *Sex Fairness; *Staff Development; State Curriculum Guides; *Teacher Attitudes; Teaching Methods; Vocational Education; *Womens Education

This guide is designed to provide educators with ways to organize and implement strategies to ensure that deliberate efforts are made to achieve gender equity. The format allows facilitators to select specific unit content to meet both state and local staff development purposes and to adapt the suggested activities to the special professional development needs of particular audiences. Each unit follows a similar design. An organizing theme briefly describes a relevant gender equity issue. Facilitators are encouraged to expand the theme so that it treats local interests, concerns, and/or issues. Questions for discussion are included to stimulate participation and to serve, if necessary, as clarifiers. Several activities are included that can be pursued either as advance organizers or as follow-ups to augment the organizing theme. All necessary materials are included in the unit. Duplicating masters are appended. The organizing themes (and unit topics) are as follows: knowledge of gender (the concept of gender, the social meaning of gender); gender equity and the school climate (educating girls: the research); gender equity, classrooms, and learning (gender equity in the classroom, learning to learn, equity and the sciences); preparing students for an equitable future (changing work force demographics, counseling for the 21st century careers, gender equity for school improvement);

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Case Studies; Comparative Analysis; Continuing Education; Cost Effectiveness; *Educational Economics; Educational Needs; Educational Policy; Educational Practices; Educational Theories; *Education Work Relationship; Employment Programs; Employment Qualifications; Enrollment; Financial Support; Foreign Countries; Government School Relationship; Human Capital; Industrial Training; *Job Training; *Labor Supply; Literature Reviews; Outcomes of Education; Politics of Education; Postsecondary Education; Program Costs; Public Policy; Salary Wage Differentials; Secondary Education; Synthesis; Systems Approach; Unemployment; *Vocational Education; Womens Education
IDENTIFIERS- *Europe (West); National Vocational Qualifications (England); *United States

This book, which is designed for undergraduate-level students in economics and industrial relations, attempts to synthesize the literature in the field of training for employment in Western Europe and the United States. In part 1, the principles of human capital theory are used to explain many labor market phenomena in terms of rational choices made by individuals, households, and businesses. A range of possible market failures possibly requiring government intervention are listed, selected alternative economic theories of training are reviewed, and the political context of training policies is discussed. Part 2 presents case studies of the education and training systems of the United States, United Kingdom, Germany, and France and compares the U.S. and Western European education and training systems to the Japanese system. Examined in part 3 are the following issues: the relationship between education and work, training for the unemployed, and women and training. Concluding the book is a brief review of the following topics: productivity, skills, and qualifications; training and social policy; human capital theory and the individual; and governments, training, and education. Contains 64 figures/tables and 317 references.) (MN)

ED 385 725   CE 069 632

Shapiro, Lester T.
Training Effectiveness Handbook. A High-Results System for Design, Delivery, and Evaluation.
PUB DATE- 95
NOTE- 564p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Delivery Systems; Evaluation Criteria; *Evaluation Methods; Guidelines; *Industrial Training; Instructional Development; Instructional Effectiveness; Labor Force Development; Program Evaluation; Questionnaires; Standards; *Systems Approach; Total Quality Management; *Training Methods; *Training Objectives
IDENTIFIERS- *Guided Discovery Approach; *Training Effectiveness

This book details a system for evaluating all training programs regardless of their instructional style, method, or format. In the introduction the relationship between high quality training and total customer satisfaction, types of training subject to quality problems, and ways of ensuring the quality of training are discussed. The remainder of the book examines the following topics: (1) learning objectives (making learning objectives the foundation of instructional design and delivery; writing and

DESCRIPTORS- Adult Education; Case Studies; Classroom Techniques; Educational Benefits; *Educational Practices; *Educational Theories; Experiential Learning; Foreign Countries; Group Behavior; *Group Dynamics; Group Experience; Grouping (Instructional Purposes); *Group Instruction; Group Unity; Guidelines; *Instructional Design; Teamwork; *Training Methods

This book, which is intended for educators and trainers involved in designing group activities, examines the theory and practice of group activities. The first three chapters, which introduce theories about group instruction, deal with the following topics: the rationale for group instruction (types of group methods and reasons for using them); design (models for educational design, design as process, influences on learning outcome, and questions in planning for learning groups); and making sense of groups (observation guides, explanatory frameworks, ideas in practice, and guidelines for working with learning groups). Discussed in the next four chapters are the following: (1) boundaries, predictability, and control (experiencing group methods and implications for tutors and trainers and the question of control); (2) learning from the milieu (values and beliefs implicit in experiential learning, group activities as a medium for social values, and the medium of groupwork as a source of learning); (3) groups as open systems (context and learning groups as "small worlds"); and (4) groups in education and development (learning communities, online groups, single-sex groups, and team development). Concluding the book is a postscript regarding implications for staff development and the implications of assessment. The bibliography contains 52 references. (MN)

ED 385 743 CE 069 659

Lewis, Morgan V.; Gill, Lawrence

The Effects of Standards on Learning in Automotive Repair Programs. A Third-Party Summative Evaluation of the Standards Established by the National Institute for Automotive Service Excellence.

SPONS. AGENCY- National Automotive Technicians Education Foundation, Herndon, VA.

PUB DATE- Aug 95

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accreditation (Institutions); Analysis of Covariance; *Auto Mechanics; Competency Based Education; Outcomes of Education; Postsecondary Education; Secondary Education; *Student Certification; Summative Evaluation; *Trade and Industrial Education

IDENTIFIERS- *National Institute Automotive Service Excellence

A study examined the effects of standards on learning in automotive repair programs. This report describes the methods followed to conduct the evaluation and present its main findings. An analysis of covariance design was used to test the hypothesis that graduates of National Institute for Automotive Service Excellence (ASE)-certified automotive repair programs score higher on standardized tests of knowledge of automotive repair than graduates of non-ASE-certified programs. Groups of students from four automotive programs in each of two states (secondary and postsecondary ASE-certified and secondary and postsecondary noncertified certified programs in both Florida and Pennsylvania) were given a test measuring knowledge of eight areas of automotive repair on which ASE certifies developed and used to evaluate all VE programs in Mississippi. The percentages of the various types of VE programs determined to require improvement to meet the performance standards were as follows: enrichment, 24%; basic skills, 41%; secondary occupational, 35%; postsecondary vocational-technical, 26%; and adult vocational, 6%. VE and related services were provided to the following members of special populations (at both the secondary and postsecondary levels): 1,123 single parents and single pregnant students, 446 students enrolled in programs considered nontraditional for their gender, 9,194 disabled students, 321 limited-English-proficient students, and 57,885 disadvantaged students. Career guidance and remedial services were provided to an unspecified number of inmates at two correctional institutions, and a variety of professional development activities, including training in tech prep and integration of academic education and VE at 15 pilot sites, were provided to vocational and adult educators. (Financial reports for program years 1990, 1991, 1992, and 1993 are included. Appended are descriptions of nine exemplary programs targeting specific special populations.) (MN)

ED 385 762 CE 069 705

Young, Malcolm B.; And Others
National Evaluation of Adult Education Programs. Executive Summary.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 63p.; For related documents, see ED 354 371, ED 364 125, ED 369 996, and CE 069 706.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Adult Basic Education; *Adult Education; *Adult Programs; Educational Needs; English (Second Language); *Enrollment Trends; Financial Support; National Surveys; Outcomes of Education; *Participant Characteristics; Participation; *Program Effectiveness; Program Improvement; Secondary Education; State Federal Aid; Student Attrition; Tables (Data)
IDENTIFIERS- *Adult Education Act

A third-party national evaluation of the basic grants section of the Adult Education Act was conducted in September 1990. Although clients eligible for adult secondary education (ASE) constituted the largest segment of the target population, enrollments were highest in English-as-a-Second-Language (ESL) programs and most programs primarily served clients enrolled in adult basic education (ABE). Federal funds accounted for less than one-third of funds supporting adult education programs. ASE, ABE, and ESL participants received a median of 28, 35, and 113 hours of instruction, respectively. Except for ESL, no direct relationship existed between total hours of instruction and test score gains. Approximately one-third of participants reported employment-related benefits from program participation. Nearly half of those who started the program left for reasons external to the program. The program was not keeping up with the growth of its target population. The following actions were recommended: ensure that all programs have at least some full-time instructional and administrative staff, increase provision of support services, and identify and encourage use of the most appropriate instructional structures/designs. (Twenty-nine tables/figures are included.

especially those related to power and control. At the most basic level are the traditional power relations that exist between learners and teachers. The need to maintain a balance between being learner centered and learner positive can also be an issue. Suggestions to guide the development of inclusive learning environments include the following: acknowledge that all individuals bring multiple perspectives to any learning situation; recognize that a learner's claimed identity will be in response to many contextual factors that position the individual politically; reflect and value the experiences of learners; pay attention to power relations inherent in knowledge production; and acknowledge the power disparity between the teacher/facilitator and students. (Contains 14 references.) (YLB)

ED 385 780 CE 069 741

Kerka, Sandra
Not Just a Number: Critical Numeracy for Adults. ERIC Digest No. 163.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; Basic Skills; Daily Living Skills; Educational Philosophy; Educational Theories; Mathematics Anxiety; *Mathematics Instruction; *Numeracy; Political Influences; Socioeconomic Influences; Teaching Methods
IDENTIFIERS- ERIC Digests

Emerging perspectives on numeracy and their social, cultural, and political implications provide a context for new ways of thinking about adult numeracy instruction. Beyond daily living skills, numeracy is now being defined as knowledge that empowers citizens for life in their particular society. Thus, numeracy has economic, social, and political consequences for individuals, organizations, and society. Despite the myths surrounding math and numeracy, the realities are as follows: numeracy is culturally based and socially constructed; math reflects a particular way of thinking; numeracy reflects cultural values; numeracy is not just about numbers; math evolves and changes; numeracy is about procedural, practical knowledge; and numeracy involves different ways of solving problems. This perspective of numeracy and math suggests that numeracy instruction should be based on the belief that everyone can do math and everyone uses numeracy practices that may go unrecognized. Literacy and numeracy should be linked and contextualized. Familiar contexts may make math more accessible for those who have been alienated from it. Contextualized math can help learners recognize the math characteristics of everyday situations and can help learners with different ways of thinking. Teaching from the perspective of adult education as a tool for social justice, instructors can change the system in which math serves as a barrier and equip people with knowledge and tools to examine and criticize the economic, political, and social realities of their lives. (Contains 11 references.) (YLB)

ED 385 781 CE 069 743

institutions yielded nine crucial practices: leadership, vision, diversity, centralization versus decentralization, communication, data, accountability, coordination of recruitment and retention, and commitment capital. This publication contains a discussion of these nine practices and describes how to apply them appropriately and effectively to virtually any contemporary campus in the United States. External review teams add value to the review process, although colleges and universities should work to utilize the talents and dedication of campus leaders to bring about change. In doing so, however, it must be possible for campus leaders who give their input to do so without jeopardizing their own professional futures. The goal of enlightenment must lay not in individual programs but in underlying values, structures and processes that shape the culture of an institution. Understanding these values, structures and processes can contribute to an enhanced environment for underrepresented students, and ultimately, to a more sustaining environment for all members of the learning community. (KW)

ED 385 801 CG 026 375

Bush, Maribeth
Transracial Adoption: Factors Promoting Racial Identity and Self-Esteem.
PUB DATE- May 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adopted Children; Adoptive Parents; Black Attitudes; Child Welfare; *Cross Cultural Training; Cultural Background; Cultural Differences; *Ethnicity; *Ethnic Relations; *Racial Identification; Racial Segregation; Self Esteem; Social Services; *Transracial Adoption

Transracial adoptions continue to occur in the United States, despite a long-running debate over the effects on the self-esteem and racial identity of adoptees. It is important for counselors to understand the needs of transracial adoptees in order to support such individuals in the process of identity development. A review of the literature was conducted to determine factors fostering healthy racial identity and self-esteem in transracial adoptees. The results of the review showed that the factors that tend to promote racial identity and self-esteem in adoptees include: living in a multiethnic community, attending desegregated schools, having adoptive parents with a strong acceptance of the child's ethnic heritage, and regular exposure to individuals sharing the child's ethnic background. Research shows that transracial adoptions can be successful in meeting the needs of transracial adoptees if the right conditions are present. Most available research on transracial adoption has been conducted in metropolitan areas. The status of transracial adoptions in primarily rural, white communities is still unknown and needs to be addressed before formal recommendations are proposed and implemented. (Author/KW)

ED 385 802 CG 026 376

Pauling, Monique L.; Bronson, M. Kristine
Culturally Competent Counseling Psychology Students: Developmental Perspectives.
PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American

NOTE- 75p.; Educational Specialist, Georgia State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Family Environment; Family Influence; Grade 9; High Schools; Reading Aloud to Others; *Reading Attitudes; Reading Motivation; Reading Research; *Student Attitudes

A study determined what variables in the home literary environments of ninth-grade students influenced their attitudes toward reading. Subjects, 316 students from 2 ninth-grade classes at 2 metropolitan high schools, were given the Estes Reading Attitude Scale and a researcher-developed, 30-question inventory of their home literary environment. Results indicated that students' reading attitudes were dependent upon the following variables from the early home literary environment: (1) being read to as a child; (2) being read to by more than one person; (3) public library use; (4) giving books as gifts; (5) parental book collections; (6) personal book collections; (7) subscriptions to magazines; and (8) television restrictions. Results also indicated that the following present-day behaviors were related to positive attitudes toward reading: possession of a library card; discussing books and/or magazines with parents; and discussing books with peers. Findings suggest that the literary environment of the home is an important influence on the attitudes toward reading of ninth-grade students--it is reflected in their participation in reading and reading-related activities, especially library membership, personal book collections, and interaction with peers who value books. (Contains 38 references, and 17 tables and one figure of data. Appendixes present the reading attitude scale, the survey administration script, comments from students, and demographic data in the schools.) (Author/RS)

ED 385 823 CS 012 225

White, Sheida
Listening to Children Read Aloud: Oral Fluency.
PUB DATE- Aug 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Intermediate Grades; National Surveys; *Oral Reading; *Reading Achievement; Reading Comprehension; Reading Rate; Reading Research
IDENTIFIERS- National Assessment of Educational Progress; Reading Fluency

This edition of "NAEPFacts" highlights findings from the first attempt by the National Assessment of Educational Progress (NAEP) to measure elementary students' oral reading on a large scale. This article presents data on 1,136 fourth graders' oral fluency and its relationship to 3 other aspects of reading ability: comprehension, accuracy, and rate. Results presented in the article indicate that 55% of fourth graders read at the higher fluency ratings of levels 3 and 4; and 13% met the criteria for the highest rating in their oral reading. The more fluent fourth-grade readers tended to read with greater understanding, accuracy and rate. Contains five references. (RS)

ED 385 824 CS 012 227

Baghban, Marcia

humans have with animals that is important. Also, the genre of animal stories often centers on the theme of growing up. In this theme children must discard their annual connections in order to take their rightful place in the world of grown-ups. The content of these stories is important because it teaches children how adults in their culture expect them to think about and treat animals. Because of the anthropocentric assumptions and messages in texts are regularly produced but not often questioned, they win a kind of familiarity and credibility. In order to secure an accurate picture of the task involved in eliminating this form of prejudice, we must consider the many and varied ways that this prejudice is defined and reinforced. (TB)

ED 385 841 CS 214 981

Allen, Julia M.
Researching the Ephemeral.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Consciousness Raising; Essays; *Females; *Feminism; Higher Education; Periodicals; *Primary Sources; *Rhetoric; United States History; Womens Studies; *Writing (Composition)
IDENTIFIERS- Historical Background; *Researcher Role

Histories of rhetoric in composition studies have been determined largely by the politics of the discipline. Rhetoric tends to be thought of in a somewhat narrow sense, defined by the writing courses and programs of universities. The field has strengthened itself by researching the histories of rhetoric in the academy from classical time to the present. However, a question frequently asked by feminist historians when confronted by the standard histories is, "Well, yes, but what were women doing?" To answer this question, the researcher must go beyond the history of the academy (because women, for the most part, were not part of the institution until recently) and define rhetoric to include other types of writing not produced in academic institutions. Scholars must start seeing the history of rhetoric where they are not accustomed to seeing it: in the closets and attics and basements of their friends, colleagues, parents, and grandparents. Further, they must work on moving what they find there to archives where researchers will have access to them in the future. One feminist researcher found herself following an intriguing paper trail of feminist documents written by radical women in the early part of this century. Many of these documents were poorly bound and housed with little care on library shelves; others were found in private rooms. Sometimes it is difficult for the owner to part with them. Contains five references. (TB)

ED 385 842 CS 214 982

Allen, Julie
Pronominal Outlaws.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

Desktop Publishing in the Environment of Scholarly Publishing" (Czeslaw Jan Grycz); (8) "Cutting Costs" (Charles L. Creesy); and (9) "In Pursuit of Improved Scholarly Communications" (Robin P. Peek and Joan N. Burstyn). (RS)

ED 385 859 CS 215 010

Kaiser, Barbara
An Award-Winning Journal for All Middle School Students: What Does It Take? IMPACT Ideas To Improve School Practices.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Integrated Activities; Intermediate Grades; Junior High Schools; Laboratory Schools; Literature Appreciation; Middle Schools; Peer Groups; *Periodicals; *Student Needs; *Student Projects; *Student Publications; Teacher Role; *Writing for Publication
IDENTIFIERS- Alacnua County School District FL; *Composition Literature Relationship; *Middle School Students; Student Led Activities

For the last several years, students at a Gainesville, Florida middle school have produced an award winning literary journal. It is exciting to win national awards, but the greatest reward comes when each student discovers that there is a writer within him- or herself. With very few exceptions, all of the writing published in each year's journal is done in the classroom. Students in the seventh and eighth grade language arts classes have an integrated reading, writing, and literature program that requires them to write on a daily basis. Their writings may be in response to the story of the week through identification with the character(s), description of setting, development of theme, telling of related happenings, invented dialogues, imagined alternate happenings, or imagined alternate endings. Stories used in the program must have literary merit, but they must also relate to the interests and concerns of this age group. Functioning as a facilitator and catalyst, the teacher helps students to understand that writing is a process that involves multiple drafts, conferencing (with peers and teacher), editing, and proofreading. The journal comes together when student editors review the submissions and make decisions together about what to publish. Further expansion of this literary journal project may come next year when students take part in an interdisciplinary project, for which that will study the work and life of Marjorie K. Rawlings, the late writer and resident of Cross Creek, Florida. (TB)

ED 385 860 CS 215 011

Wallace-Hendrick, Debora
Using Author-Created Literature To Correct Disciplinary Problems in the Kindergarten Classroom.
PUB DATE- Mar 95
NOTE- 46p.; M.S. Project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Behavior Rating Scales; *Childrens Literature; Kindergarten; *Kindergarten Children; Literature Appreciation; Primary Education; *Student Evaluation; Teacher Developed Materials

challenge behavior, and how students want teachers to respond. Through a 6-phase inductive process involving 60 communication professors and graduate teaching assistants at 2 large southwestern universities, as well as 17 teachers and 237 students, it was discovered that students challenge teachers in order to seek information regarding evaluation expectations, practical explanations, procedural rules, and power plays. Results also indicated that teachers and students prefer collaboration tactics. Findings suggest that students and teachers in the classroom agree that communication is the key to building strong interpersonal relationships in the classroom. Future research should examine to what extent challenge behavior is motivated by uncertainty reduction; explore the construct of challenge behavior across other disciplines, age groups, and cultures; and explore the extent to which teacher clarity can affect the amount of and attitudes toward challenge behavior in the classroom. (Contains 28 references and 2 tables of data.) (Author/RS)

ED 385 878 CS 509 006

De Hon, Jacqueline
Women in Multiculturalism: Everywhere You Look, There We Are!
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the Southern States Communication Association (New Orleans, LA, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Culture Conflict; Definitions; *Females; Higher Education; *Intercultural Communication; Multicultural Education; *Semantics; *Sex Role; Violence
IDENTIFIERS- Gender Issues; General Semantics Paradigm (Korzybski)

Multiculturalism takes on a broader definition in this intercultural communication paper. All groups which exert influence on an individual's way of thinking are classified as cultures. An overview of intergender communication offers insights into women's history and ways patriarchal forces have shaped gender roles. A discussion of General Semantics principles is applied to intercultural communication as a tool to assist people in learning to understand and respect the other. Influences of religion/politics, business/workplace, education, and technology control what is available to each gender. It is suggested that a knowledge of general semantics principles and an application of sympathetic-communication may lessen violence perpetrated by one culture upon another. Contains 40 references. (Author/RS)

ED 385 879 CS 509 007

Leonard, David C.
Mercer University's Graduate Certificate in Interactive Multimedia.
PUB DATE- Nov 94
NOTE- 7p.; Paper presented at the Society for Technical Communication Conference (Oak Ridge, TN, November 3-4, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English Departments; Higher Education; Hypermedia; Interdisciplinary Approach; *Masters Programs; Online Systems;

Where Are the Children? Spheres of Power, Authority and Responsibility and the Reform of Elementary Education.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Educational Assessment; Elementary Education; *Government School Relationship; *Portfolio Assessment; *Portfolios (Background Materials); School Restructuring; State School District Relationship; Student Centered Curriculum; Teacher Influence

Most plans for school reform depend on agencies of the federal government, states, and districts for codifying, assessing, and communicating standards. This paper outlines the appropriate responsibilities and associated language for the major educational agencies involved in standards and assessment. It proposes that educational assessment should be based on a concentric-circle model, rather than on a hierarchical model. School reform's purpose is to support and guide education while protecting classrooms from intrusions that undermine the autonomy of teachers and children. Action from the outside toward the center guides and provides for learning; action from center outward reports educational processes and outcomes. The paper argues, first, that the twin agents of reform--standards and assessment--should be grounded in practice and worked out in schools and classrooms. Second, the nearer to the classroom, the more concrete the language describing standards and assessment should be. Assessment practices themselves must be guided by two main criteria: (1) they must not undermine good educational practice at the classroom level, and (2) they should provide useful information for equity decisions and policy formation. The energy and resources of the reform movement need to focus more directly on the classroom. Standards, in dynamic interaction with assessment, can emerge in the context of children's work. The surrounding structures provide resources and encourage reform. In short, reform should flow from the center out. (LMI)

ED 385 897 EA 026 903

Finn, Chester E., Jr.
Our Schools and Our Future & Private and Parochial Schools in the Education Revolution.
PUB DATE- Apr 92
NOTE- 22p.; Papers presented separately at two meetings, the forum of the Center of the American Experiment and the Annual Meeting of the Minnesota Federation of Citizens for Education Freedom (Minneapolis, MN, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Standards; Accountability; Educational Innovation; Elementary Secondary Education; Parochial Schools; *Private Schools; *Public Schools; *School Choice; *School Restructuring; School Support; State Action; State Church Separation; *Systems Approach

This document contains two essays--the first on public education,

chapter describes the importance of the assistant principalship as the entry to administrative careers and explains the book's purpose. Each of the succeeding chapters trace a different theme in the new AP experience. Chapter 3 describes how measures of time and duty differ from those in the classroom. Chapter 4 describes adjustment to the most dominant feature of an AP's life--the administration of student discipline. The fifth chapter describes the redefinition of relationships with former colleagues. Working with classified staff and other administrators is the focus of chapters 6 and 7. In the eighth chapter, new APs describe the emotional impact of their experiences. The final chapter uses research on APs, organizations, and organizational sociology to explain four of the most common themes in the APs' experiences. These four themes include: (1) Most beginning APs did not understand the nature of the assistant principalship; (2) new APs often lacked skills necessary to the job; (3) the AP position did not prepare APs to become principals; and (4) becoming an AP brought professional and personal changes. The afterword discusses the value of this information to various stakeholder groups. The appendix contains methodological notes. (Contains 152 references.) (LMI)

ED 385 915 EA 026 938

Robbins, Pam; Alvy, Harvey B.
The Principal's Companion: Strategies and Hints To Make the Job Easier.
PUB DATE- 95
NOTE- 294p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Educational Cooperation; Elementary Secondary Education; Instructional Leadership; Interpersonal Relationship; *Leadership; Organizational Climate; Organizational Communication; Organizational Development; *Principals; *Quality of Working Life; *School Administration; Staff Development; Teacher Supervision

Despite the administrative leadership that most principals receive in university courses, their most useful learning doesn't occur until they are on the job. The new knowledge--much of it the result of trial and error, success and failure--is gained in relative isolation. This book focuses on the critical work of school principals, offering practical wisdom, conceptual ideas, and useful examples from many settings. It provides ideas, strategies, resources, and reflective opportunities for practicing and prospective principals to facilitate educational improvement on a daily basis. Success in the principalship depends on many factors. The book addresses these factors in seven parts, with chapters included under each theme heading. These parts include: (1) the principal's role; (2) critical skills for effective leadership; (3) honoring the school's meaning; (4) working together to build a learning organization; (5) keeping the pipes from leaking: adding meaning to traditional practice; (6) understanding your constituencies; and (7) professional and personal issues. Each chapter concludes with a set of reflective questions. Five figures and three tables are included. Contains 86 references and additional readings. (LMI)

Leithwood, Kenneth; And Others
An Organizational Learning Perspective on School Responses to Central Policy Initiatives.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Foreign Countries; Interprofessional Relationship; Organizational Communication; *Organizational Development; *Organizational Theories; Problem Solving; Program Implementation
IDENTIFIERS- *British Columbia

In developing a vision of schools capable of responding effectively to their challenges to change, futurists and reformers must solve two closely linked problems inherent in their positions. One problem is the risky business of predicting the future social and economic consequences of present trends; the other is the improbability of accurately and precisely specifying the characteristics of schools adapting to such consequences. The concepts of the "learning organization" and "organizational learning" (OL) provide a potential framework for solving the two problems. This paper reports on research, conducted as part of a 5-year study of policy implementation in British Columbia, which described the school conditions that foster and inhibit organizational learning. Data were collected from interviews with a total of 72 teachers and 6 principals in 6 schools located in 4 British Columbia school districts. The schools were selected to represent a broad spectrum of potential school organizations: one primary, one elementary, a junior secondary, two secondary, and one senior secondary school. The OL framework includes five sets of variables: stimulus for learning, organizational learning processes, out-of-school conditions, school conditions, and outcomes. Findings indicate that: (1) organizational learning processes are highly varied; (2) district contributions to OL in schools are underestimated; (3) a coherent sense of direction for the school is crucial in fostering organizational learning; and (4) sources of a school's coherent sense of direction are not obvious. Four tables and one figure are included. Contains 21 references. (LMI)

ED 385 933 EA 026 961

Smith-Stevenson, Ruthie; Saul, Charles E.
An Investigation into Burnout among Mississippi High School Principals.
PUB DATE- Nov 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Role; *Burnout; *High Schools; Job Satisfaction; Morale; *Persistence; *Principals; Stress Variables
IDENTIFIERS- *Mississippi

IDENTIFIERS- *California; *Healthy Start Program CA

California's Healthy Start initiative, begun in 1991, awards grants to local groups of schools and public and private organizations to collaboratively plan and implement strategies to integrate services for children and families, which are provided at or through the school. This paper presents findings of a study that examined whether participation in the Healthy Start program contributed to improved educational performance, specifically, as indicated by students' grade-point averages (GPAs). The school records of 268 students were reviewed for the years 1991-92 and 1992-93. Student performance before and after program participation was compared. To identify the contribution of services to changes in students' GPAs, four separate analyses were conducted for each of the four types of educational services--tutoring, counseling, advocacy, and parent education. Findings indicate that educationally oriented services contributed to small gains in school performance even after relatively short-term participation in those services. Students from families who needed basic assistance (food, clothing) were less likely to achieve gains than were students from families with fewer needs. The provision of basic-needs services through Healthy Start helped to reduce barriers to learning presented by deficits in such basics as food and clothing. The Healthy Start program had positive education effects for children and families, although effects at this early stage were small and often not statistically significant when differences between students were controlled. Eight tables and two figures are included. Appendices contain an overview of data-collection methods and a list of related reports. (Contains nine references.) (LMI)

ED 385 951 EA 026 986

Lucco, Robert J.; And Others

Can a Broad-Based School Indicator System Capture Information Relevant to Increasing Educational Opportunities and Improving Student Performance?

PUB DATE- Apr 95

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Disadvantaged Schools; Economically Disadvantaged; Educational Assessment; *Educational Environment; Elementary Education; *Evaluation Criteria; Institutional Evaluation; *Performance; Poverty

IDENTIFIERS- *Connecticut

Connecticut's school-accountability law, Connecticut General Statute 10-220(c), requires reporting on a broad-based system of educational indicators that include measures of student needs, school resources, school performance (process), and student performance. This paper presents findings of a study that, using information from Connecticut's Strategic Schools Profiles database, explored the relative influence of school resources and school processes on student performance over and above that which can be attributed to student background variables, such as race and income. Fifty-one high-need elementary schools in Connecticut were divided into two groups based on higher and lower performance. Discriminant-function analysis was used to assess the influence of three blocks of variables--student, staff, and school attributes. Test scores the "Corrective Mathematics Program," a remedial curricula for special education students. Included in the report are a sample TORUS student profile and the following two papers: "A Comparison of TORUS and Human Expert Diagnoses: A Construct Validity Study" (Michael Landes) and "Software Development in Special Education" (John Woodward). (Contains 109 references.) (SW)

ED 385 969 EC 304 163

Coleman, J. Michael; Minnett, Ann M.
The Social Ecology Research Project, 1988-1991. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ecological Factors; Elementary Secondary Education; *Interpersonal Competence; Learning Disabilities; Low Achievement; *Mild Mental Retardation; *Peer Relationship; Self Evaluation (Individuals); *Social Behavior

This report describes the Social Ecology Research Project, which assessed the foundations of personal-social competence in children with mental handicaps (MH). Children with mild MH (n=1,200) and their normally achieving peers (n=2,500), all ages 8-14, were studied over 3 years. Students were assessed in resource and regular classrooms, and information was obtained concerning perceptions of the child's competence within the family and other nonschool groups such as scouts. Social competence ratings, which were obtained from the child, teachers, parents, and from observation, covered self-concept, social status among peers, self-attributions, level of social cognition, loneliness, social affiliations, and social interactions. Academic information was also obtained. The following papers are appended: "Learning Disabilities and Social Competence: A Social Ecological Perspective" (J. Michael Coleman and Ann M. Minnett) and "Similarities in the Social Competencies of Learning Disabled and Low-Achieving Elementary School Children" (J. Michael Coleman et. al). A list of 28 papers and dissertations completed by project staff is included, along with questionnaires and survey instruments. (Contains 69 references total.) (SW)

ED 385 970 EC 304 164

Improving the Instructional Design and Use of General Software for Practical Application with Handicapped Students. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 88
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Learning Disabilities; *Lesson Plans; *Media Adaptation; Media Selection; Mild Mental Retardation; *Teaching

Technical Assistance around the Topic of Violence Prevention held in Washington, D.C. on June 12-14, 1995. The newsletter reports on the following presentation topics: (1) the origins of violence, prevention strategies, and the need to involve parents and communities; (2) the organization of western states by the Western Regional Resource Center to deliver effective interventions to students with severe emotional disturbances (SED) and train teachers of SED students; (3) research at Johns Hopkins University (Maryland) on the need for partnerships of schools, families, and communities for violence prevention; (4) a Delaware alternative program for disruptive students which emphasizes parent/family involvement; (5) the high priority of the violence issue by state directors of special education; (6) discussions by workgroups on ways to evaluate technical assistance activities, communicate with states, mobilize constituents, request funding, and build networks; and (7) development of a plan by Regional Resource Centers to involve local, state, and national education systems in a national violence prevention technical assistance activity. Some additional information provided in the newsletter includes a message from the Director of the Federal Resource Center for Special Education, facts about antisocial behavior, questions to ask about change strategies, facts about SED, and components of successful violence prevention methods. Contains 23 references. (DB)

ED 385 989 EC 304 191

Thurlow, Martha
Inclusion of Transition-Age Students with Disabilities in Large-Scale Assessments.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Disabilities; *Educational Assessment; *Educational Policy; Eligibility; Guidelines; High Schools; High School Students; Inclusive Schools; Mainstreaming; *Policy Formation; State Standards; Student Evaluation; *Student Participation; Testing Problems
IDENTIFIERS- *National Assessment of Educational Progress

This monograph describes the functions of large-scale educational assessments and examines existing and developing policies as they pertain to transition-age youth with disabilities. It stresses that the level of representation of students with disabilities in such assessments will have impact on their level of representation in national and state policy and service decisions. The first section looks at the use of large-scale assessments for system accountability and statewide decision making. Tables and figures list national data collection programs, show overall inclusion and exclusion rates, and indicate which states include students with disabilities. The second section addresses existing policy, with discussion of national policy (including the exclusion guideline used by the National Assessment of Educational Progress) and of state policy, noting the great variation in written guidelines on inclusion/exclusion guidelines. The third section, on policies in the making, identifies national activities such as the development of assumptions underlying inclusion guidelines, a survey to determine current

Schmutz, Lori J.
From Early Intervention to Preschool: Preparing Parents for the Transition.
PUB DATE- 95
NOTE- 103p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Articulation (Education); Developmental Delays; *Disabilities; Early Intervention; *Information Needs; Knowledge Level; *Parent Education; Parent Rights; Parent School Relationship; Parent Workshops; Preschool Children; *Preschool Education; School Readiness; *Stress Variables; *Transitional Programs

This practicum addressed the anxiety and stress experienced by parents when their 3-year-old child with a disability or risk of developmental delay is transitioning from early intervention services to preschool. Questionnaires were administered to 20 parents to identify the causes of stress and anxiety during transitions and to determine their knowledge, involvement, and satisfaction with the transition. In addition, five staff members of the public schools were interviewed regarding preparation of parents for the transition. Factors which were found to contribute to parents' stress and anxiety concerned lack of parent involvement and information regarding the new program, the closed door policy of the new placement, and the lack of both a written transition plan and interagency collaboration. In response, four parent education workshops and a familiarization visit to the preschool programs were conducted. The workshops, which included both the sending and receiving teachers, addressed transitions, placement options, rights of parents of special needs children, and parent participation. The strategy was successful in reducing stress and anxiety levels of parents and increasing their knowledge of and confidence in the transition process. Appendices provide the pre/post-tests, interview form, and a workshop evaluation. (Contains 43 references.) (SW)

ED 386 008 EC 304 210

Serving Exceptional Children: A Report to the Idaho Legislature.
PUB DATE- Jan 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Emotional Disturbances; Expenditures; *Federal Aid; Financial Support; *Gifted; Preschool Education; Resource Allocation; School Districts; Severe Disabilities; *Special Education; *State Aid; Talent
IDENTIFIERS- *Idaho

A 1993-94 update on special education program activities and funding in Idaho is presented. After an overview of accomplishments in special education as a whole during 1993-94, activities supporting gifted and talented programs are identified, including a state guide for gifted education, regional planning meetings, curriculum workshops, and on-site technical assistance. Examples of developments in programs and services involving gifted/talented education at the school district level are cited, and an overview of special education instructional programs and services for children with

ED 386 027 FL 023 177

Smith, Linda E.
Writing and Audio Cassette Evaluations: Enhancing Language Acquisition and Writing Skills for ESL Students.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Instruction; *English (Second Language); Feedback; Higher Education; Instructional Materials; Learning Processes; Second Language Instruction; Second Language Learning; *Student Evaluation; Teacher Response; *Writing Evaluation; Writing Skills

This paper outlines the 4-tiered evaluation and classroom practices of one English-as-a-Second-Language (ESL) teacher related to writing abilities that involve the use of audiocassettes that integrate writing, reading, speaking, and listening from pre-writing to teacher evaluation and student remediation. Daily instruction includes writing, reading, speaking, and listening cognates; this provides students with sequential, consistent, formative feedback. This feedback is presented in the same way that students are instructed, thus it reinforces the relationship between teacher expectation and student achievement. Every writing assignment includes an audio cassette of the student reading the assignment. Evaluation is based on the audiocassette reading and the writing. Feedback is given on the paper, by return cassette comment recording, and by a corrected, teacher reading of the written paper; some corrections are noted on the teacher reading that were not noted on the paper copy. Objectives, disadvantages, and advantages of the system are listed separately. (Contains 4 references.) (NAV)

ED 386 028 FL 023 186

Nabors, Leslie K., Ed.; And Others
Working Papers in Educational Linguistics, Volume 11, Number 1.
PUB DATE- 95
NOTE- 104p.; For individual papers, see FL 023 187-191.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acculturation; *Applied Linguistics; College Students; *Cooperative Learning; Cultural Context; Discourse Analysis; English (Second Language); Foreign Students; Grammar; *Group Dynamics; Higher Education; Immigrants; Language Research; Learning Strategies; Linguistic Theory; Mothers; Parent Child Relationship; *Peer Relationship; Role Perception; Second Language Instruction; Second Language Learning; *Sex Role; Speech Acts; Spouses
IDENTIFIERS- *Japanese People; Politeness

Five papers on applied linguistics in educational contexts are presented. "What Can Second Language Learners Learn from Each Other? Only Their Researcher Knows for Sure" (Teresa Pica, Felicia Lincoln-Porter, Diana Paninos, Julian Linnell) presents further research on interaction and negotiation among language learners. "Collaborative Effort Between Nonnative English

Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Class Activities; Classroom Techniques; Curriculum Design; Elementary Secondary Education; Foreign Countries; *Instructional Design; *Lesson Plans; Second Language Learning; *Second Languages; Surveys; *Task Analysis; Teacher Attitudes
IDENTIFIERS- *Hong Kong; *Task Structure

Set in the context of Hong Kong's school curriculum reform initiative, which centers on development and implementation of task-based instruction, a study examined: (1) what teachers of English as a Second Language understand about language learning and what decisions they make when preparing a classroom task; (2) to what extent elementary and secondary teachers differ in their interpretations of tasks; and (3) the factors influencing those interpretations. A total of 114 (43 secondary, 71 primary) teachers of English attending an in-service teacher education program on the new curriculum were surveyed and interviewed concerning the lesson planning process. Results suggest that the teachers had a tacit understanding of how to develop and adapt a task description for classroom instructional use. Teachers indicated a need for more preparation in classroom management techniques and in offering language support to students. Three tables present response categories for post-questions, criteria for task interpretation, and criteria for holistic interpretations. Contains 22 references, an appendix containing the outline for an activity on lesson planning, and a table for inter-rater reliability. (MSE)

ED 386 049 FL 023 213

Falvey, Peter; Sengupta, Sima
How Students Revise Propositions: An Exploratory Study of Propositional Modification.
PUB DATE- 94
NOTE- 13p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Grammar; Language Teachers; *Revision (Written Composition); Secondary Education; Second Language Instruction; Second Language Learning; *Writing Strategies
IDENTIFIERS- Hong Kong; *Propositions (Grammar)

After noting that the revisions made by corporate writers contained significant modifications in the original propositions, to the extent that they may have changed the meaning of the proposition, a study was undertaken to see if the same phenomenon occurred among students and teachers. Subjects were Hong Kong secondary school students and a graduate student. Comparison of the students' original writing and revisions showed evidence of both modification and elaboration of propositions in the process of rewriting. A number of excerpts from the writings are presented and analyzed. It is proposed that establishing and maintaining coherence in a text be taught to students, and that the issue of propositional modification be used for this purpose.

the results suggests that native-speaker teachers are at a distinct advantage in identifying problematic vocabulary in connection with reading texts, and that while teaching expertise can improve non-native-speaking teachers' ability, it can actually obscure the judgments of non-native speakers by interfering with their more intuitive judgments about vocabulary difficulty. The text used is appended. Contains 11 references and 5 tables. (MSE)

ED 386 068   FL 023 233

Falvey, Margaret
Using Concurrent Verbal Reports as Teaching Tools in Language Teacher Education.
PUB DATE- 94
NOTE- 21p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Elementary Education; Language Teachers; *Protocol Analysis; *Reading Instruction; *Reading Processes; Second Language Instruction; *Second Languages; Teacher Education

As an exercise in understanding the cognitive processes underlying reading, second language teacher trainees were asked to read a text and say aloud everything they said to themselves silently. the text used, a rhyme-riddle intended for use with elementary school learners of English as a Second Language, was appropriate for the students, required complex processing, and presented some reading problems. Because of the nature of the text, it was expected that verbal reports would reflect a wide variety of reading processes, types of problems that learner-readers may encounter, and strategies that skilled readers use to deal with them. Results from verbal reports concurrent with the subjects' first reading of the text provide evidence of both automatic and controlled text processing, on-line and off-line processing, activation of both content and formal schema, and interaction between these and the subjects' perceptions of macro- and micro-structure. They also indicated that nature and causes of some reading problems encountered by learners. Excerpts from individual verbal reports are presented and analyzed. The exercise was found useful for raising teacher-trainee awareness of processes involved in reading. Contains 12 references. (MSE) questions and coding taxonomy as well as the post-reading interviews

ED 386 069   FL 800 857

Revista Interamericana de Educacion de Adultos (Interamerican Journal of Adult Education).
PUB DATE- 93
NOTE- 241p.; A publication of OEA's Projecto Mulitnacional de Educacion para el Trabajo (PMET).
LANGUAGE- Spanish
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Adult Literacy; Continuing Education; Females; Foreign Countries; Interviews; Lifelong Learning; Literacy Education; Nontraditional Students; *Work Environment
IDENTIFIERS- Caribbean; Latin America; Mexico

Credits; College Instruction; *Degree Requirements; Degrees (Academic); Educational Philosophy; Educational Policy; Educational Quality; Foreign Countries; *Government School Relationship; Grades (Scholastic); Higher Education; Program Design; Public Policy; *Qualifications; Student Evaluation; *Universities

IDENTIFIERS- *New Zealand

This paper identifies some of the major obstacles to the integration of university qualifications into New Zealand's National Qualifications Framework. Currently, New Zealand's universities are under pressure to integrate their qualifications into the Framework which employs a method of unit design that is generally more suited to trade and technical training than the general and professional education programs typically offered at universities. The paper examines problems that would arise if the Framework method of defining unit standards were applied to the design of university programs and papers. Several pedagogical problems are identified along with philosophical differences between the New Zealand Qualifications Authority (NZQA) and the universities over matters such as the nature and structure of knowledge, credit transfer, the recognition of prior learning, the transfer of generic skills, and the primacy given by the NZQA to unit standards rather than to total qualification. Instead of universities following the unit standard model of development, an extended framework structure is suggested which emphasizes the total qualification. Such a structure is likely to allow for a more productive relationship to develop between the NZQA and universities. (Contains 21 references.) (JB)

ED 386 088 HE 028 490

Guide to the Division of Research Programs.
PUB DATE- May 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Archaeology; Black Colleges; Conferences; Criteria; Doctoral Dissertations; Eligibility; *Federal Aid; Fellowships; Grants; Higher Education; *Humanities; *Program Descriptions; *Research Administration; Research Opportunities; Research Projects; Scholarship; Translation
IDENTIFIERS- *National Endowment for the Humanities

This brief guide to the Research Programs Division of the National Endowment for the Humanities covers basic information, describes programs, and summarizes policies and procedures. An introductory section describes the division and its mission to encourage the development and dissemination of significant knowledge and scholarship in the humanities. It also provides the Division's definition of humanities, notes presidential directives and special initiatives, discusses eligibility and choosing programs, and lists things that the Endowment does not support. A central section describes each of the Division's programs in turn: fellowships, summer stipends, the graduate study program for historically black colleges and universities, dissertation grants, editions, translations, subventions, reference materials, basic research, archeology projects, humanities studies of science and technology, conferences, centers for advanced study, and international research organizations. An example of a typical application is provided obtain additional institutional or system revenues or manage institutional funds. Topically, 32 percent of the articles dealt with international reports of financing higher education in particular countries, while 22 percent focused on institutional financial planning, 15 percent on tuition costs, 12 percent on funding sources, and 10 percent on the philosophy and history of finance in higher education. Alternative methods of revenue generation were largely ignored, indicating a reactive approach to problem identification and study. (Contains 11 references.) (MDM)

ED 386 108 HE 028 516

Newman, Richard E.; Miller, Michael T.
Attitudes of High School Personnel Toward NCAA Academic Integrity Reform Measures and Proposals.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Administrator Attitudes; *Athletic Coaches; College Admission; *College Athletics; Core Curriculum; *Educational Change; Eligibility; Football; Higher Education; High Schools; Integrity; *Intercollegiate Cooperation; *Principals; Teacher Attitudes
IDENTIFIERS- Graduation Rates; *National Collegiate Athletic Association

This study sought to determine the perceptions held by high school principals and head football coaches in regard to efforts by the National Collegiate Athletic Association (NCAA) to improve academic integrity in intercollegiate sports. A total of 112 principals and 79 coaches were asked to rate and rank each of the NCAA's current efforts, including satisfactory academic progress (SAP), core curriculum, initial eligibility index, and disclosure of admission and graduation rates of student athletes. The results indicated that SAP generated the majority of support from principals and coaches as the primary means to improve the status of academic integrity in college athletics. Both groups were found to display an identical sequential order of their mean ranking scores for all four reform measures. (Contains 20 references.) (MDM)

ED 386 109 HE 028 517

Allen, Dave; And Others
Compendium of Selected Papers from the 1994 TAIR Conference and 1993 Best Paper.
PUB DATE- Jul 94
NOTE- 87p.; Papers presented at the Annual Meeting of the Texas Association for Institutional Research (16th, El Paso, TX, February 23-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Athletics; Educational Research; Educational Trends; *Enrollment; Followup Studies; Higher Education; *Information Needs; *Institutional Research; Needs Assessment; Research Methodology; *School Holding Power; Sex Differences; Trend Analysis; *Universities
IDENTIFIERS- *Texas

This collection of five papers focuses on institutional research of interest to Texas institutions of higher education. It about $62,000 for their education; graduating students typically take entry-level positions that pay about $30,000 per year; graduating chiropractic physicians may create actual market demand for their services; 43 states have fewer chiropractic physicians per resident than Iowa; and about 35 Doctors of Chiropractic who graduate from Palmer College of Chiropractic each year locate in Iowa; and job market projections estimate that there are about 29 openings for such doctors each year. The comments of Palmer College of Chiropractic are included. (Contains 12 references.) (JB)

ED 386 129 HE 028 537

Pope, Andrew M., Ed.; Rall, David P., Ed.
Environmental Medicine: Integrating a Missing Element into Medical Education.
SPONS. AGENCY- Agency for Toxic Substances and Disease Registry, Atlanta, GA.; Environmental Protection Agency, Washington, D. C.; National Inst. for Occupational Safety and Health, Atlanta, GA.
PUB DATE- 95
NOTE- 994p.
LANGUAGE- English
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Competency Based Education; Curriculum Design; *Curriculum Development; *Educational Change; Environmental Education; Graduate Study; Higher Education; *Medical Education; *Program Implementation; Undergraduate Study
IDENTIFIERS- *Environmental Medicine

This volume articulates a general program of implementation strategies and provides practical advice for integrating environmental medicine content into medical education. Chapter 1 is an introduction to the issues and the organization of the volume. Chapter 2 lays the foundation for a curriculum centered on six competency-based learning objectives. Chapter 3 uses these objectives as a framework for identifying likely access points in the curriculum for integrating environmental medicine into today's medical studies. Chapter 4 addresses both the barriers to implementing such a curriculum and the opportunities for reducing these barriers. Chapter 5 presents concluding remarks that summarize some of the events that led to the report. Recommendations for integrating an enhanced program of environmental medicine throughout the system of medical education and practice appear at the ends of chapters 2 through 4. Four extensive appendixes which comprise most of the document contain resources including: an example of a tool for teaching how to elicit a good environmental history; a paper on the relevance of and opportunities for integrating environmental medicine into common medical school courses and rotations; 55 case studies useful in teaching and learning; a list of agencies, organizations, services, references (books, reports, and curriculum resources) and tables of environmental health hazards. (Contains 66 references.) (JB)

ED 386 130 HE 028 538

Sims, Ronald R., Ed.; Sims, Serbrenia J., Ed.
The Importance of Learning Styles: Understanding the Implications for Learning, Course Design, and Education. Contributions to the Study of Education, No. 64.

Postsecondary Education; Secondary Education; Student Evaluation; Teaching Guides; *Ventilation

This instructor's guide contains the materials required to teach a competency-based introductory course in heating, ventilating, and air conditioning (HVAC) to students who have chosen to explore careers in construction. It contains three units: HVAC materials, HVAC tools, and applied skills. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A competency profile and basic skills matrix are provided. (YLB)

ED 385 689 CE 068 584

Introduction to Insulation. Instructor Edition. Introduction to Construction Series.
PUB DATE- 94
NOTE- 124p.; For earlier version, see ED 306 392; for other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; Competency Based Education; *Construction (Process); Construction Industry; *Construction Materials; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Guides; *Thermal Insulation

This instructor's guide contains the materials required to teach a competency-based introductory course in insulation to students who have chosen to explore careers in construction. It contains three units: instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets and written tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and institutionalizing gender equity (surveying the institutional status of gender equity). (YLB)

ED 385 708 CE 069 593

Tomlinson, Louise M.
From High Technology to Vocational Technology: Preparing African Americans for 2000 and Beyond.
PUB DATE- 95
NOTE- 19p.; Presented to the New York State Insurance Fund Executive Department.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Blacks; Career Choice; Career Counseling; Educational Opportunities; Futures (of Society); Goal Orientation; Higher Education; Lifelong Learning; *Majors (Students); *Mathematics; *Sciences; Secondary Education; *Student Educational Objectives; Technological Advancement; *Vocational Education
IDENTIFIERS- *African Americans

A growing realization in the African American community is that its biggest challenge will be to survive in the high performance world of the future that will require technological skills and lifelong learning and development. With the recognition that more African Americans are needed in the sciences comes an awareness that African American students who attend predominantly white campuses that house the leading science programs experience considerable adjustment difficulties. The momentum of opportunities for African Americans in math- and science-related fields is increasing now, due to the national goal for the United States to become first in math and science by the year 2000. African Americans can fill the employment slots in science and engineering if they look for high school and college programs designed to support first-generation, low-income, or low-achieving students interested in majoring in science or mathematics. They must become more connected with high school and college counselors and advisors and identify support, enrichment, career exploration, and mentor programs. People interested in vocational training should identify programs that provide futuristic job training, and match participants with jobs. (Examples of sources of college financial aid, an outline of New York Community Trust Fund projects, brief descriptions of areas of interest of other funding sources for community and business enterprise, and 12 references are included.) (YLB)

ED 385 709 CE 069 594

Campbell, Michael D.
A Review of the Oregon and Texas Experience in Building Performance Measurement and Reporting Systems: Data Selection, Collection, and Reporting. A Publication of the Performance Measurement Reporting and Improvement System Building Project.
PUB DATE- Jan 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Adult Basic Education; Adult Literacy; Agency Cooperation; Case Studies; Comparative Analysis; Data Collection; Data Processing; Evaluation Criteria; *Information Systems; *Literacy Education; *Outcomes of Education; Performance; Program Evaluation; Shared Resources

evaluating learning objectives; and designing a performance evaluation system to measure student competence with complex interactive sales, management, and teaching behaviors); (2) training effectiveness evaluation through a system consisting of total quality training standards, guidelines for meeting them, and expert criteria for measuring them; and (3) program development through an interactive system of guided discovery. Appendixes constituting approximately 40% of the book contain information about and/or examples of the following: total quality training standards, training effectiveness survey, student evaluation of training, expert criteria to measure total quality training standards, interactive inductive training sessions, development of training modules and learning objectives, and module planners. Solutions to tasks and practice exercises included throughout the book, a glossary, 28 references, and 132 tables/figures are included. (MN)

ED 385 726 CE 069 633

Sacks, Marc
On-the-Job Learning in the Software Industry. Corporate Culture and the Acquisition of Knowledge.
PUB DATE- 94
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Learning; Cognitive Style; Corporations; *Experiential Learning; Job Skills; *Lifelong Learning; Occupational Information; *On the Job Training; *Programmers; Programming; *Staff Development; Work Environment
IDENTIFIERS- *Organizational Culture

This book explores the world of programmers as a corporate environment and as the setting for continual learning. Chapter 1 examines the importance of on-the-job learning; the setting; a company as a learning environment; and methodology. Chapter 2 describes the work of programming. Chapter 3 examines the impact of various aspects of programmers' lives and backgrounds and shows how individuals uniquely bring these elements to bear on their jobs. Chapter 4 discusses how software workers find their way around the work environment: orientation and formal training within the new company, formal and informal introductions to the culture of their organizations, and first activities in "learning the ropes." Chapter 5 deals with both formal and informal thinking modes that computer professionals use in identifying and analyzing problems. Chapter 6 looks at written sources of information and programmers' use of their own notes. Chapter 7 examines programmers' and other computer professionals' use of people as resources for learning. Chapter 8 describes uses of the computer as an aid to learning. Chapter 9 focuses on programmers' learning of the system. Chapter 10 summarizes theoretical models germane to the learning styles of computer professionals. Chapter 11 revisits the original research questions. A set of recommendations are provided for two audiences: researchers and professionals who deal with programmers. Appendixes contain 103 references and an index. (YLB)

ED 385 727 CE 069 634

Layard, Richard, Ed.; And Others
Britain's Training Deficit. The Centre for Economic Performance Report.
PUB DATE- 94

programs. The Test of Cognitive Skills, Second Edition was used to adjust the dependent variable scores. In all, 15 secondary-level and 41 postsecondary-level students from noncertified and 33 secondary-level and 47 postsecondary-level students from certified programs were tested. Site visits were also made to each program. The mean test scores (of a possible score of 90) for the secondary-level students from certified and noncertified programs were 57.64 and 47.27, respectively. The mean scores for the postsecondary-level students from certified and noncertified programs were 67.09 and 65.68, respectively. Students from the ASE-certified programs thus scored significantly higher on the standardized test. (MN)

ED 385 744 CE 069 660

Annual Performance Report 1993-1994 for the Vocational Education State Administered Program under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
PUB DATE- 30 Jun 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Community Colleges; Consortia; Cooperative Education; Coordination; Core Curriculum; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Enrollment; Inservice Teacher Education; Integrated Curriculum; Leadership; One Parent Family; Outcomes of Education; Pregnant Students; Program Effectiveness; *Program Implementation; *Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *Statewide Planning; Tables (Data); Technical Institutes; Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arkansas; Carl D Perkins Voc and Appl Techn Educ Act 1990

During the 1993-94 program year, 75% of Arkansas' grade 7 through 12 students were enrolled in at least one vocational education (VE) course. Of those students, 52,847 were either academically disadvantaged, disabled, or limited English speaking. In addition, 15,940 and 8,008 students were enrolled in VE programs at Arkansas postsecondary technical institutes and technical and community colleges, respectively. Among the highlights of Arkansas' VE program during 1993-94 were the following: development and implementation of curriculum frameworks for each vocational occupational area of study; implementation of applied mathematics and applied biology/chemistry or physics in most school districts; continued development of strategies for integrating curriculum content in high school and adult education programs; creation by the state legislature of a two-pathway system for education and training consisting of college prep and tech prep core curricula; designation of 1 correctional education, 3 tech prep, and 20 secondary school programs as exemplary; continuation of efforts to provide equal access to recruitment, enrollment, and placement of special needs students; and continued efforts by 13 consortia to strengthen links between secondary and postsecondary education. (Appended are tables detailing enrollment in secondary and postsecondary VE programs in Arkansas.) (MN)

ED 385 745 CE 069 663

Appended are a table detailing the study objectives and reports where they are addressed and tables of contents of the major study reports.) (MN)

ED 385 763 CE 069 706

Young, Malcolm B.; And Others
National Evaluation of Adult Education Programs. Learner Outcomes and Program Results. Fourth Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- Dec 94
NOTE- 185p.; For related documents, see ED 354 371, ED 364 125, ED 369 996, and CE 069 705.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Adult Basic Education; *Adult Education; *Adult Programs; Educational Needs; English (Second Language); Enrollment; Enrollment Trends; Financial Support; National Surveys; *Outcomes of Education; *Participant Characteristics; Participation; *Program Effectiveness; Program Improvement; Secondary Education; State Federal Aid; Student Attrition; Tables (Data)
IDENTIFIERS- *Adult Education Act

A third-party national evaluation of the basic grants section of the Adult Education Act was conducted in September 1990. The study drew on data from the following sources: 1990 mail survey of all federally supported local service providers; longitudinal study of local programs that provided information on the characteristics of more than 22,000 adults enrolled in local programs from April 1991 to April 1992; and telephone survey of a subsample of nearly 6,000 clients 6 months after they left the program. The samples were weighted to make them nationally representative. The program was serving between 2.6 and 3.2 million clients annually (approximately 46% in English-as-a-Second-Language programs, 30% in adult secondary education, and 24% in adult basic education). The program was credited with improving clients' reading, employment, and self-concept levels. Its population was increasing by about two-thirds more than its capacity. Appendixes constituting approximately 50% of this report include the following: table detailing the study objectives and reports where they are addressed; telephone survey instrument; information on sample design, data collection, and standard errors; persistence tables; methodology of the learning gains study; and 35 selected updated tables from second interim report. Contains 54 tables/figures and 33 references. (MN)

ED 385 764 CE 069 710

South Dakota Annual Performance Report--1994. Carl D. Perkins Vocational and Applied Technology Education Act of 1990.
PUB DATE- 94
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Career Counseling; Career Guidance; Community Colleges; Community Education; Consortia; Consumer Education;

Collette, Pauline, Comp.; And Others
Annual Adult Education Research Conference Proceedings (36th, Edmonton, Alberta, Canada, May 19-21, 1995).
PUB DATE- May 95
NOTE- 375p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; Adult Literacy; Black Education; Blacks; Continuing Education; Distance Education; Dropout Prevention; Educational Practices; *Educational Research; Educational Technology; Educational Theories; Education Work Relationship; Experiential Learning; Extension Education; Foreign Countries; Graduate Students; Higher Education; Literacy Education; Mentors; Organizational Development; Participation; Professional Development; Research Methodology; School Business Relationship; Strategic Planning; Systems Approach; Teacher Education; Teacher Improvement; Team Training; Teamwork; Test Validity; Womens Education
IDENTIFIERS- African Americans; Canada; Great Britain; United States; Workplace Literacy

These proceedings contain 54 papers and an abstract of a panel discussion on women's issues in adult education that were presented at a conference on adult education research. The following are among the papers included: "Reducing Dropout in Distance Education" (Belawati); "Examination of the Validity of the Education Participation Scale (EPS) and Adult Attitudes toward Continuing Education Scale (AACES)" (Blunt, Yang); "Imaginary Institution of Adult Education" (Briton); "Myth of Self-directed Work Teams and the Ineffectiveness of Team Effectiveness Training" (Brooks); "Participatory Literacy Practices" (Campbell); "Seeing Is Believing" (Carriere); "Remapping Adult Education" (Collard); "Examining the Case for Class Analysis in Adult Education Research" (Collins, Collard); "Use of Learning Strategies" (Conti, Kolody); "U.S. Educational Policy and Adult Education" (Cunningham); "Identification, Assessment and Implications of an Organization's Learning System for the Practice of Adult Education in Organizational Settings" (Davis, Ziegler); "Perceptions of Adult Literacy Policy and Practice" (Dilworth); "Use of Reflection-in-Action by Adult Educators" (Ferry); "Adult Women's Learning in Higher Education" (Flannery, Hayes); "Intuition in Adult Education" (Garrison); "Pictures, Perspectives, Profiles" (Grace, Plumb); "Toward a Level Playing Field" (Hansman-Ferguson, Garofolo); "Recent Strategic Planning Decisions by the University of Alberta and Their Implications for Its Faculty of Extension" (Haughey); "Media, Technology, and Literacy in Immigrant and Multicultural Contexts" (Hemphill, Ianiro, Raffa); "Fugitive and Codified Knowledge" (Hill); "Britain's Forgotten Minister of Adult Education" (Holford); "Do Universities Support Multiple Role Women Students?" (Home); "A New Model of SLA (Second Language Acquisition) and Its Implications in Teaching ESL (English as a Second Language) to Adult Learners" (Hu); "Collegiate Involvement from an Adult Undergraduate Perspective" (Kasworm); "Power and Planning in Environmental Education" (McDonald et al.); "Social Definitional Approach to the Crisis of Literacy" (Melichar); "Effects of Institutional Context on Critical Thinking in the Workplace" (Mishoe); "Community-Based Organizations and Mainstream Educational Change" (Podeschi); "Racial Formation in the Reporting of Canadian Immigration" (Schick); and "Significance of Including the Lived Experiences of African Americans in Adult Basic Education Curriculum and Planning" (Sheared). Many papers

Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling; Counseling Effectiveness; *Counseling Psychology; Counselor Characteristics; Counselor Qualifications; *Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Graduate Students; Higher Education; Intervention; *Racial Identification; Student Characteristics
IDENTIFIERS- *American Psychological Association

Four steps are critical in developing cultural competence in students: (1) a supportive training program; (2) a significant number or "critical mass" of culturally diverse students and allies; (3) opportunities to learn about diversity; and (4) development of racial identity. An appreciation of cultural diversity lies at the heart of any counseling psychology curriculum. To engender an appreciation and understanding of cultural differences, counseling programs must incorporate diversity training into their curricula, while increasing the diversity of the program's students and staff. In addition, faculty members must also strive to support students who are trying to increase their understanding of cultural diversity by apprising them of classes, conferences, practica, assistantships and research that deals with diversity. Another important element of helping students develop interventions to meet the challenge of cultural diversity is faculty/student mentoring programs. Students who pursue a greater awareness of cultural diversity outside the classroom appear to be at more advanced stages of racial identity development. Empirical research should be conducted, however, to gather evidence on such a claim. (KW)

ED 385 803 CG 026 377

Peterson, Julie G.; And Others
Growing Up Well: Assessing Substance Use among Seventh-Grade Students. Procedures Manual. Occasional Paper Series.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- Mar 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Rating Scales; *Grade 7; High Risk Students; Individual Development; Junior High Schools; Junior High School Students; Juvenile Gangs; Prevention; Student Attitudes; Student Behavior; Student Development; *Student Surveys; *Substance Abuse

As part of a high-risk youth grant from the U.S. Department of Health and Human Services, Center for Substance Abuse Prevention, a survey was developed and implemented to assess knowledge, attitudes, and behaviors of seventh-grade students toward alcohol, tobacco, and other drugs (ATODs). In addition to assessing project outcomes, this activity provided project staff and school administrators with previously unknown information that can be useful to other local ATOD abuse prevention projects. To that end, the procedures and instrument are provided in this document to assist others in assessing the

Content Reading: Is There Any Other Kind?
PUB DATE- Jul 95
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English International Conference (New York, NY, July 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; Language Processing; *Reading Processes; *Reading Skills; Reading Strategies
IDENTIFIERS- Content Area Teaching

The most important skill teachers can communicate through reading experiences is the awareness of what kinds of questions to ask with different kinds of texts. These questions are not the factual questions that drift in and out of short term memory but the implicit questions, the thought-provoking "big questions." Some teachers concentrate on teaching only reading skills while others teach reading with literature or with content areas such as social studies. Two little "experiments" (reading lines of random symbols, nonsense words, pseudo-words and legitimate words, and "The Three Little Pigs" translated into another symbol system) demonstrate that reading is only incidentally visual. With the "Three Little Pigs," readers use sound-letter correspondences, syntax, semantics, and their own ability to predict what will happen to decode the print. Language is not only predictable, it is generative. From just 26 letters of the alphabet come not only all the words in an unabridged dictionary, but new words are also created constantly. Comprehension and learning cannot be separated. Social studies adds the power of finding relevant answers to the "big questions" to the content that is already inherent in language itself. (Contains four illustrations of the "Three Little Pigs" story with accompanying captions written in an alternative symbol system.) (RS)

ED 385 825 CS 012 228

Owen, Pamela, Ed.; Pumfrey, Peter, Ed.
Emergent and Developing Reading: Messages for Teachers. Children Learning To Read: International Concerns, Volume 1.
PUB DATE- 95
NOTE- 199p.; For volume 2, see CS 012 229.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Curriculum Development; Elementary Education; Evaluation Methods; Foreign Countries; Global Approach; Phonics; Reading Achievement; *Reading Instruction; Reading Motivation; Reading Research; *Teacher Role
IDENTIFIERS- Educational Issues; *Emergent Literacy; *International Trends; Phonemic Awareness

Providing an international perspective on how children learn to read, this first of 2 volumes presents research studies and classroom experiences from the United Kingdom, the United States, Canada, Australia, Jamaica, and Israel, drawing on evidence from 18 countries. Essays in the volumes highlight implications for design, implementation, and evaluation of classroom reading programs. These two volumes address the 3 major concerns of those involved in how children become literate and by what means such achievements may be appraised.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; *English; Females; *Feminism; Higher Education; *Language Usage; Linguistics; Literary Criticism; *Pronouns; *Rhetoric; Rhetorical Theory; Sex Bias
IDENTIFIERS- *Gender Issues; Text Factors

While rhetoric is conventionally associated with argumentation and discussions of discrete language forms (such as pronouns) which are usually housed in lingustics, clearly there are forms of rhetoric that are not obviously propositional. Moreover, sometimes very small language units can be deployed to great persuasive effect. Muriel Rukeyser's rewriting of the Oedipus myth is evidence of such an effect. When Oedipus, old and blind, asks the Sphinx why he did not recognize his own mother, the Sphinx explains that when he asked, "What walks on four legs in the morning, two at noon and three in the evening?" Oedipus answered "Man." "You didn't say anything about woman," the Sphinx explains. When Oedipus protests that "everybody knows" that "Man" designates both genders, the Sphinx answers, "That's what you think." By means of a strategic disruption of the conventional use of generic "man," Rukeyser is engaging in rhetoric, trying to persuade readers to abandon reified notions of gender and subjectivity. Analyses of Virginia Woolf's "Orlando," Marge Piercy's "Woman on the Edge of Time," Jeanette Winterson's "Written on the Body," and June Arnold's "The Cook and the Carpenter" show how some women authors intentionally confuse their readers about the gender pronouns in their book in an attempt to raise significant issues about gender. (Contains 14 references.) (TB)

ED 385 843 CS 214 983

Bleekman, Nathaniel O'Dell
When the Walls Came Tumbling Down: Teaching in a (Super)natural Crisis.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Earthquakes; Higher Education; *Student Centered Curriculum; Teacher Student Relationship; Teaching Styles; *Writing Instruction
IDENTIFIERS- California (Los Angeles); *Discourse Communities; Writing Topics

As his students filed through the classroom door, one college writing instructor thought of everything he did not do. "Too much judge, not enough coach; too much talking, not enough listening." He felt that he had played it safe that first semester--neither hurting his students nor profoundly moving them. For a new instructor, it is hard to give up authority in the classroom, despite the best intentions and a conscientious study of pedagogy. However, what this instructor could not do for himself the first semester of teaching, an earthquake did for him the second semester. While he was away from Los Angeles, California, the earthquake struck. As the new topic around which writing assignments were organized the second

IDENTIFIERS- Florida (Central)

A project was developed and implemented to help correct the behavioral problems most commonly found in the kindergarten classroom in a central Florida school. Three literature-based units were produced and used by a target group of six kindergarten teachers and their students. The objectives were to increase positive behaviors in listening, decrease aggressive behaviors, and increase getting along with other students by 10%. The main strategy was the use of writer-developed stories based around each of the identified behaviors along with follow-up classroom activities. A listening teacher observational tool, editorial team survey of aggressive behaviors, and a teacher-made rating scale for getting along with others were used by the target group of teachers to measure each student's behavioral change. All of the project objectives were met. Results of the posttest showed an 82% increase in positive behaviors in listening, a 40% decrease in aggressive behaviors, and a 77% increase in positive behaviors in the area of getting along with others. (Appendixes include a needs assessment survey, a literature evaluation form, a listening teacher observational tool, an editorial team survey of aggressive behaviors, and a teacher-made rating scale for getting along with others. Contains 12 references.) (Author/TB)

ED 385 861 CS 215 021

Sterling, Mary Ellen
Values in Literature: Primary.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; Class Activities; Cooperative Learning; *Learning Strategies; Primary Education; Resource Units; Teaching Methods; Units of Study; *Values; *Values Education
IDENTIFIERS- Trade Books

Offering students some thinking and coping tools they can use to make sound decisions based on strong values, this resource book presents numerous selections from children's literature and suggested activities and projects. The book begins with a brief introduction, advice to teachers on using the book, ways to make the classroom more conducive to a values-based atmosphere, a sample letter home presenting suggestions parents may find useful during the child's study of values, and definitions of the 10 values addressed in the book. Each of the 10 sections in the book--Honesty, Responsibility, Courage, Kindness, Friendship, Persistence, Loyalty, Respect, Hard Work, and Love--contains a summary of each of several stories (such as: "The Emperor's New Clothes," "The Berenstain Bears and the Truth," "Brave Irene," "The Lion and the Mouse," "The Crow and the Pitcher," "The Samurai's Daughter," and "The Little Red Hen") related activities to reinforce the concept, a variety of supporting projects, and some pattern pages. Some of the suggested activities in the book are best accomplished in small cooperative learning groups while others may be done on an individual basis. A variety of learning methods are provided in the book so that all learners--auditory, kinesthetic, and visual--will have a chance to absorb the lessons as well. Advice on finding other works of literature that deal with particular values, an 11-item annotated bibliography of reference books, and a 23-item bibliography are attached. (RS)

*Professional Development; Program Descriptions; *Technical Writing
IDENTIFIERS- *Interactive Multimedia; *Mercer University GA; Technical Communication

Although most programs in technical communication reside in English departments where the focus is on writing, rhetoric, and exposition, the graduate certificate program in interactive multimedia at Mercer University is being developed for the Technical Communication Department within the School of Engineering. As a result, many of the restrictions, myths, and rhetorical paradigms that may hinder other programs in English departments do not hinder the program's developers. The Master's Degree program in technical communication is composed of a series of modules of 3 courses each. The graduate courses emphasize practical computer-based and process activities for working professionals that closely simulate research and development work in industry. Multimedia consists of 3 layers: time-space constrained multimedia applications, time-constrained multimedia, and interactive multimedia. Within interactive multimedia, there are 3 types of content: structured pathways, exploratory, and gaming or simulation. The framework for the graduate certificate focuses on the analysis and design of "structured pathing" and "exploratory" applications. Benefits of the program to working professional students include: advanced, practical approach to multimedia and hypermedia application planning and design; linking academic and industry perspectives; real-life research and development projects related to corporate needs; and instructors with both academic and industry experience. (Contains 13 references.) (RS)

ED 385 880 CS 509 009

Who's Where in the American Theatre: A Directory of Affiliated Theatre Artists in the U.S.A. 3rd Edition.
PUB DATE- 92
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- Higher Education; *Professional Personnel; *Theater Arts
IDENTIFIERS- *Professional Community; Professional Role

Expanded by more than 40% over previous editions, this directory provides accurate contact information for practitioners and teachers affiliated with organizations with proven records of production, publication or promotion of or service to the national theatre community. The first section of the directory provides an alphabetical listing of over 3,300 individuals with their positions and addresses of their primary affiliations, including telephone numbers when available. The next section presents a cross reference, in which individuals are listed according to their fields of endeavor (editors and publishers; historians, critics, and theorists; musical theater artists; performers; playwrights; producers and producing directors; production, stage, and house managers; stage directors; and technicians and designers). (RS)

ED 385 881 CS 509 010

Magee, Jeffrey L.
Bounceback Self-Marketing. The "Cruise Missile Marketer's Approach to Gaining the Winning Edge." Third Edition.

and the second on private education. The first essay, entitled, "Our Schools and Our Future," points out a paradox--public-opinion polls show widespread public receptivity to fundamental changes in the education system; however, this attitude is accompanied by widespread complacency about the performance of the education system. The paper outlines 10 essential elements of a reformed system, some of which include: clear standards and outcome goals; compulsory school attendance; more time spent on learning; a systemwide core curriculum; and school choice for students, teachers, and parents. The second essay, "Private and Parochial Schools in the Education Revolution," examines the current situation of private education and speculates as to its future. The essay describes a growing convergence between public and private education, as public school reform adopts features traditionally associated with private education, and reviews states' actions in school choice. Four implications for the future of private education are stated: (1) Any significant policy action that may benefit private education will happen outside the Beltway; (2) the radicalization of public-school reform may not benefit private schools; (3) private schools could be threatened by ventures that invent and then install a nationwide chain of new proprietary schools; and (4) a preoccupation with measurable, cognitive learning outcomes may result in homogenization of curriculum and fail to justify to parents the cost of private education. The paper argues that private education does not seem to be making maximum use of its independence; it is not yet doing as well as it should and is not improving fast enough. A fundamental political revolution is needed, which will turn education from a system dominated by the interests of its producers into one that is run for the benefit of its consumers. (LMI)

ED 385 898 EA 026 906

Community Learning Centers: Design Specifications.
PUB DATE- 94
NOTE- 57p.; The 2-page summary and the listing of staff expectations are available separately at no charge.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Educational Change; *Educational Innovation; Elementary Secondary Education; Participative Decision Making; School Based Management; *School Restructuring; Standards; Student Centered Curriculum; *Systems Approach

If fundamental change in education is to be lasting and effective, it must be a systemic transformation that pervades all aspects of the organization. The New American Schools Development Corporation (NASDC) mission requires rapid, comprehensive change. The Community Learning Centers program described in this document features systemic change with a paradigm shift toward learning and away from teaching. In July 1992, NASDC awarded a 5-year grant to Public School Incentives (PSI), a Minnesota-based nonprofit organization supporting school improvement, to develop the Community Learning Centers (CLCs). This publication presents 24 principles and design elements of the Community Learning Centers program, some of which include: (1) Each CLC site must negotiate with the local governance authority to achieve charter- or contract-school status; (2) CLCs have well-articulated missions, beliefs, and assumption statements to guide their development; (3) standards

ED 385 916 EA 026 940

Bogotch, Ira E.
A Case Study of a First Year Superintendent: The Relationship between Person and Context.
PUB DATE- 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Effectiveness; *Board Administrator Relationship; Boards of Education; Elementary Secondary Education; Leadership; Leadership Styles; *Politics of Education; *Superintendents; Women Administrators

This paper presents findings of a case-study analysis of the first year of a superintendent, with a focus on the relationship between school-district context and individual characteristics. The case study was conducted as part of a larger, national study comprised of 13 case studies of the superintendency across the United States. The case study examines the situation in which a woman superintendent was recruited to head a school district in the southeastern United States. She understood from the beginning that she was not the school board's first choice. She was faced with an immediate sales tax election and the need to garner support from community and business groups who had not been consulted in her recruitment, as well as conflict over the new social agenda she wished to implement. The superintendent had prided herself on separating politics from personal feelings; however, she found at the year's end that her working relationships with the school board had become political and personal. This story illustrates how district context (based on traditional notions of student academic achievement and standards) and political culture of the county conflicted with the superintendent's agenda for a broad curriculum that addressed social problems. Although the board voted to extend her contract at the end of the year, she declined to stay. Contains 13 references. (LMI)

ED 385 917 EA 026 941

Szaday, Christopher; Bueler, Xaver
Stimulating School Effectiveness and School Improvement Research in Switzerland.
PUB DATE- Jan 95
NOTE- 21p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Leeuwarden, Netherlands, January 3-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Educational Improvement; Educational Quality; *Educational Research; *Effective Schools Research; Elementary Secondary Education; Excellence in Education; *Foreign Countries; Research Methodology; *School Effectiveness
IDENTIFIERS- *Switzerland

This paper describes a project undertaken for the Swiss National Science Foundation to investigate the efficiency of the Swiss education systems. The project entailed a literature review of

This paper presents findings of a study that analyzed the extent of burnout among Mississippi high school principals. Specifically, it identified the level of burnout among Mississippi high school principals, the relationship between certain demographic variables and burnout, and the relationship between burnout and personality type. The level of burnout among high school principals in Mississippi schools as a total group as well as within specific demographic variables of age, sex, race, years of experience, school enrollment, level of education, and intent to remain in the job was measured by three subscales of the Maslach Burnout Inventory (MBI)--emotional exhaustion, depersonalization, and personal accomplishment. Data were collected through a survey comprised of the MBI, part 1 of the Leadership/Personality Compatibility Inventory (L/PCI), and demographic survey. The survey was mailed to 127 Mississippi high school principals in October 1993; 87 usable responses were received. Findings indicate that the principals had low to moderate levels of burnout as measured by the subscales of emotional exhaustion and depersonalization. Data also show that respondents experienced a high degree of personal accomplishment in their work. However, because a sizeable number of the principals experienced moderate or high levels of emotional exhaustion and depersonalization in their roles, concern is warranted. Finally, principals with sympathetic personalities had significantly higher levels of emotional exhaustion than did those with bold or technical personalities. Four tables are included. Contains 13 references. (LMI)

ED 385 934 EA 026 962

Wylie, Cathy
School-Site Management--Some Lessons from New Zealand. Draft.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Curriculum Development; *Decentralization; Educational Finance; Educational Opportunities; Elementary Secondary Education; *Equal Education; Foreign Countries; *Governance; *School Based Management; School Funds
IDENTIFIERS- *New Zealand

In 1989, New Zealand implemented a decentralized education system centered on school-based management. Outcomes of decentralization include higher workloads at the school level, more structural opportunities for parental voice, and resource discrepancies between schools in low- and high-income areas. This paper describes and analyzes the changes that have occurred in New Zealand education since decentralization in the four following areas--curriculum and instruction, regulations and accountability, funding, and governance. Data were obtained from surveys of board members and elementary-school principals and teachers conducted in late 1989, 1990, 1991, and 1993. The New Zealand experience offers the following lessons: (1) from the beginning, designers of school-site management must identify and counter potential problems related to funding formulae, structures, roles, and processes of governance; (2) school-site management alone will not solve problems of unequal educational provision, improve the overall quality of from the 1993 Connecticut Mastery Test (CMT) served as the dependent variable. Findings indicate that staff and school attributes can help explain differences in student performance among high-need schools. School factors can make a difference in the academic and physical performances of students. Parental involvement and school leadership also appear to influence student performance. Further, Connecticut's school-indicator system provides useful information for guiding school-reform efforts and for increasing educational opportunities. The findings are limited to schools with high concentrations of students living in poverty and may be influenced by imprecise measurement of constructs. Five tables and two figures are included. Appendices contain statistical data and a description of selected indicators. (Contains 23 references.) (LMI)

ED 385 952 EA 026 987

Knudson, Ruth E.
Year-Round School: Are There Student Differences?
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Elementary Education; School Schedules; *Student Placement; *Track System (Education); Writing Ability; *Writing Achievement; Writing Skills; *Year Round Schools

Most research on year-round education has focused on the effectiveness of year-round versus traditional-calendar schools. This paper presents findings of a study that examined student differences within a year-round elementary school by attendance cohorts (tracks). Specifically, the study sought to determine track differences in writing achievement. The data were collected from 430 students in grades 2-6 in a southern California elementary school, who were asked to respond to a writing prompt. Students' responses were analyzed by a general linear analysis of variance approach, with track, gender, and grade as the independent variables and writing score as the dependent variable. Findings indicate that students in track A performed significantly better than their counterparts in tracks B and C. Students in track A wrote better with increasing grade level, and students in tracks B and C did not show improvement with increasing grade level. Girls scored higher than boys, and older students received higher scores than did younger students. The higher level of student performance in track A, which featured a more traditional schedule, may have been associated with higher levels of parent interest in their children's placement and the tendency of students to remain in that track. Two tables are included. The appendix contains the scoring guide. (LMI)

ED 385 953 EA 026 988

Dawson, Frederick E.; Bartunek, Holly M.
School-Generated Definitions of the Nine Common Principles of the Coalition of Essential Schools: The Illinois Experience.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

Guides

This final report describes a federally funded project to improve the instructional design and use of general software with students who have special learning needs. An 86-page guide, which was the project output, is provided. This "Guide for the Use of General Software with Students Who Have Special Learning Needs" is designed to help teachers make use of existing software. Its 30 lesson plans provide the basis for adapting general use software to fit the needs of students with mild to moderate learning disabilities, emotional impairments, or mental retardation. The format of the lessons includes: an overview of the activity, the types of software used in the lesson, instructional goals, student prerequisite skills, teacher preparations, steps for conducting the lessons, and follow-up activities. Each lesson also has information to help teachers decide which lessons are appropriate for use with their students. The guide also provides: a list of producers for each software product identified in the guide, a list of 69 publishers and addresses, and descriptions of agency information resources. (SW)

ED 385 971 EC 304 165

Mayo, Michael; And Others
The National Assistance Project for Special Education Technology. Final Report. Part I: Project Description. Part II: Evaluation. Part III: Case Studies and Vignettes.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 86
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Change Strategies; *Computer Uses in Education; Consultation Programs; *Disabilities; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Needs Assessment; Pilot Projects; Program Development; Program Evaluation; Program Implementation; School Districts; Special Education; Teamwork; *Technical Assistance

This report on the National Assistance Project for Special Education Technology provides a description, evaluation of the project, case studies, and vignettes. The project provided technical assistance to local school districts to implement technology within special education programs. In year 1, technical assistance was provided to 27 local education agencies, 2 intermediate educational units, and 1 state education agency. Thirteen of these sites received additional assistance in year 2, and 17 new sites were added. Detailed case studies for seven of the original sites and five additional mini-cases helped to assess the components of effective technical assistance, as well as factors influencing the success or failure of change efforts in special education technology. Technical assistance was provided in needs assessment, problem identification, goal setting, keeping informed about and utilizing new technology in special education, planning for introducing educational innovations, on-site demonstrations of technology products and applications, training workshops, linking school districts with other technology resources, and consultation with experts. The 100-page evaluation section covers the theoretical framework, the evaluation design, and the results of the cross-case analysis. (Contains 22 references.) (SW) inclusion/exclusion practices, and suggestions for revising National Assessment of Education Progress guidelines. State activities in developing policy are also addressed. A final section on issues for transition-age students stresses the need to clarify the role of the individualized education program and to focus on the goal of an individual student's education. (Contains 31 references.) (DB)

ED 385 990   EC 304 192

Shaw, Stan; And Others
Independence vs. Dependence: A Study of Service Providers' Intervention Methods for College Students with Learning Disabilities.
PUB DATE- 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Colleges; *College Students; Community Colleges; Delivery Systems; Higher Education; *Intervention; *Learning Disabilities; National Surveys; *Personal Autonomy; Remedial Instruction; *Self Management; Study Skills
IDENTIFIERS- *Independence Training

This study evaluated the extent to which practitioners in higher education settings employ interventions that promote independence among students with learning disabilities. A survey was developed and sent to 694 practitioners across the United States involved in service delivery to students with learning disabilities at the postsecondary level. Of respondents (N=510), 43 percent were from two-year institutions and 55 percent from four-year institutions. Analysis of survey responses found that practitioners who employ independence-oriented methods to a high degree tend to employ dependence-oriented methods to an equally high degree, indicating that the independence-dependence dichotomy is of almost no heuristic value in describing the present state of support services to these students. Overall, results suggested that, as practitioners develop and expand postsecondary services for students with learning disabilities, they fail to discriminate between those services that foster independence and those that do not. Several tables and graphs illustrate the study's findings. (Contains 38 references and 2 tables.) (DB)

ED 385 991   EC 304 193

Hutinger, Patricia L.
Technology Inservice Project (Project TIP). Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 15 Aug 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); Attitude Change; Competency Based Teacher Education; Computer Attitudes; Computer Literacy; *Computer Uses in Education; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Technology; *Inservice Education; Inservice Teacher Education; Resistance to Change; Staff Development; Technical Assistance

The Technology Inservice Project (Project TIP) was designed to provide technology training and information to meet the staff disabilities is provided. Recent provisions that affect state special education funding are noted, and some data on federal funds for Idaho special education are included. Service for children with serious emotional disturbances (SED) is identified as an area of unmet need. Five recommendations to address identification and education of children with SED are offered for the Idaho legislature. Among them are maximizing of Medicaid dollars to provide local in-home and school-based mental health services, family consultation, day treatment, and case management; and establishment of mental health service options in all Idaho communities. Statistical tables report on state funds received and state and local funds expended by each school district for the 1993-94 school year. Data are also provided on Title VI-B flow-through federal funds for preschool and school-age special education, as well as school district data on total enrollment and the total number and percentage of students with exceptionalities served. (SW)

ED 386 009 EC 304 211

Wheeler, John J.; Redinius, Patrick
A Consultative Model for Providing Behavioral Supports to Children with Challenging Behavior.
PUB DATE- 13 Oct 94
NOTE- 16p.; Paper presented at the Transitions toward New Horizons Conference (Winnipeg, Manitoba, Canada, October 13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Behavior Problems; *Consultation Programs; *Delivery Systems; *Developmental Disabilities; Elementary Secondary Education; Interdisciplinary Approach; Models; Program Development; Public Schools; *Regular and Special Education Relationship
IDENTIFIERS- *Behavior Management

This paper presents a consultative model for providing behavioral supports within the context of a public school setting to students with developmental disabilities who display challenging behaviors. The suggested model is contrasted with the traditional consultation model in which a consultant comes from outside the immediate problem situation, provides support, and eventually withdraws from the problem. In the suggested model, there is ongoing follow-along, with direct consultation provided by an outside consultant who transfers his skills over time to a team of on-site professionals. Components of this model include: (1) identification of targets and objectives for implementation; (2) determination of roles and functions of team members; (3) identification of competencies required of team members; (4) provision of inservice training on the necessary knowledge base, with an emphasis on functional assessment and treatment integrity; (5) planning for program evaluation; and (6) ongoing follow-along. (Contains 17 references.) (DB)

ED 386 010 EC 304 212

Gustafson, Marianne S.; Dobkowski, Karen G.
Parents as Facilitators of Conversational Skill Development.
PUB DATE- 29 Jun 94
NOTE- 21p.; Handouts presented at "Toward Full Participation," the International Convention of the Alexander Graham Bell

Speakers: A Difference in Strategies" (Karen Carrier) reports research applying a theoretical framework of contrastive pragmatics to pairs of language learners. In "Shifting Gender Roles in the Acculturation Process" (Daryl Gordon), analysis of interviews with recent Laotian immigrants to the United States illustrates changes in women's roles in the wife-husband and mother-child relationships. "The Universality of Face in Brown and Levinson's Politeness Theory: A Japanese Perspective" (Peter Longcope) examines recent research on politeness strategies in Japanese within the framework of a 1978 theory of politeness. In "Learning Grammar in the United States: A Case of Japanese Students" (Toshiyo Nabei), a study of Japanese university students' perceptions of American grammar instruction is reported. (MSE)

ED 386 029 FL 023 187

Pica, Teresa; And Others
What Can Second Language Learners Learn from Each Other? Only Their Researcher Knows for Sure.
PUB DATE- 95
NOTE- 38p.; For the complete volume in which this paper appears, see FL 023 186.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Cooperative Learning; *English (Second Language); *Feedback; *Interpersonal Communication; Language Research; Native Speakers; *Peer Teaching; Second Language Learning; *Second Languages

This study investigated whether second language (L2) learners' interaction with other learners is as effective as interaction with native speakers (NSs) in addressing three theoretical needs: (1) L2 input modified toward comprehensibility; (2) feedback focused on form; and (3) modification of output. The interactions of five dyads of English L2 learners were compared with those of five dyads of learners and English NSs on two communication tasks. Results revealed similarities in the types of modified output and feedback the learners were offered from other learners and NSs in their respective dyads, and in both the type and amount of output modification they produced. Differences were found in the amount of modified input the learners were provided, with less provided by other learners than by NSs. This suggests that while interaction between L2 learners can address some input, output, and feedback needs, it does not provide as much as interaction with NSs. Contains 63 references. (MSE)

ED 386 030 FL 023 188

Carrier, Karen
Collaborative Effort between Nonnative English Speakers: A Difference in Strategies.
PUB DATE- 95
NOTE- 15p.; For the complete volume in which this paper appears, see FL 023 186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Advanced Students; Comparative Analysis; *Cooperative Learning; *Cultural Differences; *English (Second Language); Graduate Students; Language Research; *Learning

Contains 17 references. (MSE)

ED 386 050 FL 023 214

Lewkowicz, Jo
Writing from Sources: Does Source Material Help or Hinder Students' Performance?
PUB DATE- 94
NOTE- 16p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; College Students; Comparative Analysis; Educational Strategies; English (Second Language); *English for Academic Purposes; Foreign Countries; Higher Education; *Information Sources; Instructional Effectiveness; *Research Methodology; *Resource Materials; Second Language Instruction; *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Hong Kong

This paper reports a study that compared the writing of non-native speaking students provided with background reading texts for their own academic writing with students who had not been given the texts. Essay quality was compared in terms of length, the number and extent of elaboration of the points presented, and the writer's overall success/failure to substantiate a point of view. For the group given texts, the way the information was used and the extent of attribution to authors were also studied. Subjects were 75 Hong Kong university students in a compulsory academic English course. Results showed that the background texts provide students with ideas but did not necessarily improve writing quality. Students given texts relied heavily on them and less on their own ideas, and did not develop propositions fully. Students without background texts tended to support their ideas more extensively, even if they had fewer ideas to contribute. What appeared to distinguish more successful writers among those with texts was their ability to summarize main ideas and passages and integrate them into their own writing. It is concluded that provision of background texts does not necessarily enhance student writing skills, but may help students cope with academic writing tasks. Contains 19 references. (MSE)

ED 386 051 FL 023 215

Lee, Icy K. B.
Effects of Signalling on Reading Comprehension.
PUB DATE- 94
NOTE- 21p.; In: Bird, Norman, Ed., And Others. Language and Learning. Papers presented at the Annual International Language in Education Conference (Hong Kong, 1993); see FL 023 205.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Context Clues; Difficulty Level; Discourse Analysis; *English (Second Language); Females; Foreign Countries; High Schools; High School Students; *Language Patterns; *Language Processing; Language Proficiency; Language Usage; Layout (Publications); *Reading Comprehension; *Reading Strategies
IDENTIFIERS- *Hong Kong

The two issues of this serial include the following articles: "Seminar-Workshop on Regional Diagnostics, Program Development, and Evaluation" (Beatrice Edwards); "Training as a Factor of Stability" (Francisco Largaespada Pereira); "Workplace, Society, and Culture. Viewpoint from Social Interaction" (Nuria Torres Latorre); "Global Vision of Adult Education in El Salvador: Past, Present and Future" (Juan Carlos Arteaga); "Response of Civil Society to the Workplace Problem: an Obligatory Theme in the Bond Between Education and Work" (Cesar Pina Williams); "Educational Expectations in the Workplace of the UAIMC in the Constitutional Reforms of our Nation" (Imelda Herrera); "Indigenous Schools of Warisata, Bolivia; as Seen by Mexican Teachers (1940)" (Adolfo Velasco); "Training Centers of the SEP: Interview with Estelio Baltazar Cadena" (Carlos Garcia Davila); "Toward a Philosophy of Adult Education" (Eduardo Prieto y Sierra); "Training for the Workplace: A Key Tool for the Autorealization of Women in the Public Sector" (Miryan Zuniga); "Educational Evaluation Path in the Search for Educational Integration in the Workplace." (Jose Luiz Pieroni Rodrigues and Lea Despresbiteritis); "Women and Literacy, a Story Under Construction" (Ana Maria Mendez Puga); "Training as Market Incentive. Between Profit and Ethics." (Luis Felipe Ulloa); "Education and Development" (Enrique Luengo); "Education and Workplace: a Theoretical Alternative Conceptualization" (Rodolfo Lemez); and "Mexican Cultural Missions, 70 Years of History" (Jorge Tinajero Berrueta). Each issue also has PMET news and book reviews. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

ED 386 070 FL 801 069

Cuadernos de Autoformacion en Participacion Social. Para que y para quienes. Primera Edicion (Self-Informational Notebooks on Social Participation. For What and for Whom)? First Edition.
PUB DATE- May 91
NOTE- 12p.; For related documents, see FL 801 070-075.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; *Adult Programs; Adult Students; Andragogy; Basic Skills; *Community Involvement; Educational Improvement; Educational Objectives; Foreign Countries; Mexicans; Organizational Objectives; Program Descriptions; Spanish
IDENTIFIERS- *Mexico

The series "Self-instructional Notes on Social Participation" is a six-volume series intended as teaching aids for adult educators. The theoretical, methodological, informative and practical elements of this series will assist professionals in their work and help them achieve greater success. The specific purpose of each notebook is indicated in the introduction. This notebook describes the goals of the series, discusses ways to use it, and outlines the methodology followed in its development. Projects carried out by the National Institute for Adult Education are listed. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KM)

ED 386 071 FL 801 070

Cuadernos de Autoformacion en Participacion Social. Principios y Valores. Volumen 1 (Self Instructional Notebooks on Social for each program. A final section on policies and procedures covers applications, evaluation criteria, the review process, project budgets, outright and matching funds, cost sharing, general advice, application deadlines, and a list of staff with their telephone numbers. (JB)

ED 386 089 HE 028 491

El-Khawas, Elaine
Campus Trends 1995: New Directions for Academic Programs. Higher Education Panel Report, Number 85.
PUB DATE- Jul 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; Active Learning; *College Administration; College Faculty; College Freshmen; College Programs; *Colleges; Computer Uses in Education; Educational Practices; Educational Technology; *Educational Trends; Higher Education; Multicultural Education; National Surveys; Self Evaluation (Groups); Trend Analysis; Undergraduate Study

For the 12th year, a national survey of changes in the academic and administrative practices of American colleges and universities was undertaken. Senior administrators at 407 colleges and universities completed and returned survey questionnaires (80 percent of a sample of 506). Responses were statistically weighted so that results were representative of all American colleges and universities that offer a general program of undergraduate instruction. Selected highlights of the findings include: (1) almost all colleges and universities are expanding the use of electronic classroom technology; (2) most are offering more courses that involve active learning experiences for students; (3) most also have activities underway to increase multicultural or gender awareness; (4) there are widespread efforts to improve the freshman year; (5) in the past year 75 percent undertook some activity related to a self-study for specialized accrediting agencies; (6) almost all colleges and universities (94 percent) have assessment activities in place today while 7 years ago, 55 percent had assessment activities; and (7) one in five institutions reported a net loss in full-time faculty compared with the previous year. Appendixes contain tables, technical notes, and the questionnaire. (Contains 30 references.) (Author/JB)

ED 386 090 HE 028 492

Noble, Keith Allan
Non-Traditional Students at the University of Ottawa: Profile, Programmes, and Projections of Enrollment.
PUB DATE- 1 Jul 87
NOTE- 61p.; Ph.D. course requirement, University of Ottawa, Ontario, Canada.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; Educational Trends; Enrollment; Enrollment Projections; Foreign Countries; Higher Education; *Nontraditional Students; Place of Residence; School Demography; Sex Differences; *Student Characteristics; Universities
IDENTIFIERS- *University of Ottawa (Canada)

A study was done of the characteristics of the non-traditional includes: (1) "Analysis of User Data and Information Trails: An Overview of the AUDIT Approach" (Cathi Gordon and Laura Massey), which explains the use of the Analysis of User Data and Information Trails (AUDIT) to provide a practical, comprehensive approach to information needs assessment; (2) "East Texas State University Student Follow-Up Study" (Ron Huffstutler and Dennis Brandt), which discusses the use of an automated system to track student enrollment, transfer, drop-out, employment, and graduation rates; (3) "Examining Gender Equity in Athletics" (Richard W. Middaugh), which provides an overview of techniques employed in a gender equity study and the results of such a study at a comprehensive state university; (4) "Uses and Abuses of Statewide Tracking" (Dave Allen), which focuses on Angelo State University's experiences with statewide tracking of student retention and graduation; and (5) "Getting Started with Survival Analysis: An Application to Retention Data" (Sharron L. Ronco), which discusses the use of survival analysis to examine the factors which affect student enrollment and retention. Each paper contains a reference list. (MDM)

ED 386 110 HE 028 518

Noble, Keith Allan
The International Education Quotations Encyclopaedia.
PUB DATE- 95
NOTE- 382p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Education; *Educational Attitudes; Educational History; Encyclopedias; Reference Materials
IDENTIFIERS- *Quotations

This book contains nearly 2,700 quotations related to education in all its traditional and non-traditional forms and spanning over 3,000 years. It is organized alphabetically by topic, with over 400 topics from "abacus" to "youth." The quotations come from over 1,300 authors, including ancient oriental philosophers, Greek and Roman sages, thinkers from the Renaissance and Reformation, 19th and 20th century writers, and current scholars. Each quotation includes the author's name and, if applicable, the publication or media from which the quotation was taken. An author index is included. (MDM)

ED 386 111 HE 028 519

Integrity and Accountability: Recommendations for Improving the Management, Delivery, and Operations of the Federal Student Aid Programs. A Report to the Congress of the United States and the Secretary of Education.
PUB DATE- Aug 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Attitudes; *Federal Programs; Higher Education; Information Systems; Postsecondary Education; *Program Administration; *Program Evaluation; *Program Improvement; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Department of Education; *Direct Lending; *Family Education Loan Program

This report presents an assessment of the U.S. Department of Education's Federal Family Education Loan Program (FFELP) and

PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Cognitive Style; College Faculty; *College Instruction; Community Colleges; Courses; Educational Quality; *Educational Research; Education Work Relationship; Experiential Learning; Higher Education; *Individual Differences; *Instructional Improvement; Program Design; *Student Evaluation; Total Quality Management
IDENTIFIERS- Diversity(Student)

This volume contains 12 papers on models of different learning styles, instruments to evaluate learning styles, and techniques for assessing individual learning characteristics as well as the future of learning style research and its implications for enhancing learning in higher education institutions. The papers are: "Learning Enhancement in Higher Education" (Ronald R. Sims and Serbrenia J. Sims); "Learning Styles: A Survey of Adult Learning Style Inventory Models" (Leslie K. Hickcox); "Increasing the Effectiveness of University/College Instruction: Integrating the Results of Learning Style Research into Course Design and Delivery" (Blue Wooldridge); "Toward A Framework for Matching Teaching and Learning Styles for Divrse Populations" (James A. Anderson); "Learning Styles and the Changing Face of Community Colleges" (William Purkiss); "The Importance of Learning Styles in Total Quality Management-Oriented College and University Courses" (J. E. Romero-Simpson); "Adapting Faculty and Student Learning Styles: Implications for Accounting Education" (William T. Geary and Ronald R. Sims); "Using Experiential Learning Theory and Learning Styles in Diversity Education" (Mary Ann Rainey and David A. Kolb); "Experiential Learning: Preparing Students to Move from the Classroom to the Work Environment" (Serbrenia J. Sims); "The Nature of Adult Learning and Effective Training Guidelines" (Robert L. Hewitt); "The Learning Model for Managers: A Tool to Facilitate Learning" (Kenneth L. Murrell and Richard W. Bishop); "Learning and Learning Styles: A Review and Look to the Future" (Serbrenia J. Sims and Ronald R. Sims). Includes an index and information on the authors. (Each paper contains extensive references.) (JB)

ED 386 131   HE 028 539

Privatization of Sallie Mae and Connie Lee. Hearing on Examining Proposed Legislation To Allow for an Orderly Transition of the Student Loan Marketing Association (Sallie Mae) to Private Status...and a Proposal to Privatize the College Construction Loan Insurance Association (Connie Lee) before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, First Session.
PUB DATE- 20 Jun 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economic Factors; Educational Finance; Federal Government; Federal Programs; Government Role; Government School Relationship; Higher Education; Insurance; Marketing; *Privatization; Public Policy; Student Loan Programs
IDENTIFIERS- *College Construction Loan Insurance Association; *Student Loan Marketing Association

The Subcommittee heard testimony from seven witnesses and

and required criteria for a competency-based education program. A basic skills documentation matrix and competency profile are provided at the end of the manual. (YLB)

ED 385 690   CE 068 585

Introduction to Interior Systems. Instructor Edition. Introduction to Construction Series.
PUB DATE- 95
NOTE- 259p.; For other documents in this series, see ED 306 392 and CE 068 575-589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Systems; Building Trades; Competency Based Education; *Construction (Process); Construction Industry; *Construction Materials; Instructional Materials; *Interior Space; Learning Activities; Postsecondary Education; Secondary Education; Student Evaluation; Teaching Guides

This instructor's guide contains the materials required to teach a competency-based introductory course in interior systems to students who have chosen to explore careers in construction. It contains three units: interior systems materials, interior systems tools, and applied skills. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extensions and options, information sheets, student supplements, transparency masters, instructional supplements, assignment sheets, job sheets, practical tests, and answers to assignment sheets and written tests. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. Most units of instruction are designed for use in more than one lesson or class period of instruction. A basic skills matrix and competency profile are provided. These materials precede the instructional units: information on basic skills in curriculum, information on measuring student performance gains, and required criteria for a competency-based education program. A basic skills documentation matrix and competency profile are provided at the end of the manual. (YLB)

and Services; State Standards; *Statewide Planning; *Systems Approach
IDENTIFIERS- *Oregon; *Texas

Texas' and Oregon's experiences in building a performance measurement and reporting information system (PMRIS) for their adult literacy programs were compared. The Oregon PMRIS development effort was a multiyear project involving 10 programs and calling for collection/reporting of data regarding 10 of 272 benchmarks recommended by the Oregon Workforce Quality Council. Efforts to develop the Texas PMRIS focused on measures characterizing the labor market success of Job Opportunities and Basic Skills Program participants. The following steps were among those identified as prerequisites for developing a PMRIS: ensure strong direction and commitment from the top; use externally imposed deadlines to further the process; involve potential audiences for information early in the process; focus on a process of continuous improvement; link performance measures directly to vision, benchmarks, and outcomes; balance the use of existing and new, more precise performance measures; and consider the full implications of standardizing data collection and reporting across agencies and programs. (Appendixes constituting approximately 70% of this document contain information on the following: history/experience of PMRIS development in Oregon and Texas, sample performance measures, and shared information systems in Oregon and Texas.) (MN)

NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Business Responsibility; Comparative Analysis; Economic Development; Educational Benefits; *Educational Change; *Educational Needs; *Educational Policy; Educational Practices; Educational Quality; Employment Qualifications; Foreign Countries; Government Role; Government School Relationship; Higher Education; Interpersonal Competence; *Job Training; Labor Market; Labor Needs; National Organizations; Needs Assessment; Policy Formation; Private Sector; Public Policy; Public Sector; School Districts; Secondary Education; Skilled Occupations; Systems Approach; *Training Methods; Unemployment; *Vocational Education
IDENTIFIERS- Germany; *Great Britain; National Vocational Qualifications (England); United States

This book contains 12 papers that were produced as a result of a seminar program on selected issues central to the debate over job training in Great Britain. The first paper, "Why We Need a Training Reform Act" (Richard Layard, Ken Mayhew, Geoffrey Owen), examines existing deficiencies in vocational education and training in Britain and proposes a strategy for remedying them. Discussed in the following eight papers are the role of firms, individuals, and government in providing/improving vocational education and training: "The Welfare Economics of Training" (Richard Layard); "The Demand for Skilled Labour" (D. L. Bosworth, R. A. Wilson); "Training Quality and Trainee Exploitation" (Paul Ryan); "Labour Markets and Skill Utilization" (Alice Lam, David Marsden); "The Response of Individuals" (Joan Payne); "New Training Institutions at the Local Level" (Robert J. Bennett); "Training Policy for the Unemployed" (Richard Jackman, Marcus Rubin); and "The Economic Value of Education and Training" (Christopher Dougherty). The following papers examine lessons regarding vocational education and training from outside the United Kingdom: "A Comparison of National Institutions" (David Finegold, Colin Crouch); "The German Training System" (Peter B. Berg); and "Social Skills from Mass Higher Education: Lessons from the US" (David Soskice). Sixty tables/figures and a subject index are included. Most papers contain substantial bibliographies. (MN)

State of Alabama Annual Vocational Education Performance Report for Fiscal Year 1994.

PUB DATE- Dec 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Academic Standards; Adult Vocational Education; Annual Reports; Articulation (Education); Career Guidance; Community Colleges; Community Education; Coordination; Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Enrollment; Evaluation Criteria; Inservice Teacher Education; Integrated Curriculum; Leadership; Limited English Speaking; One Parent Family; Outcomes of Education; Pregnant Students; Professional Development; Program Effectiveness; Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *Statewide Planning; Tables (Data); *Tech Prep; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Alabama; Carl D Perkins Voc and Appl Techn Educ Act 1990

During fiscal year 1994, enrollment in secondary-level vocational education (VE) in Alabama totaled 202,402. Secondary school districts provided VE to 17,037 adult students, and postsecondary institutions provided regular occupational/technical training to 80,764 adults and training for business/industry to 19,723 adults. Secondary and/or postsecondary career and technology education was provided to 5,494 single parents, displaced homemakers, and single pregnant women; 4,275 inmates at 7 corretional institutions; 26,108 academically or economically disadvantaged students; and 101 limited-English-proficient students. The following aspects/areas of VE also received special attention: revision/refinement of performance standards and core measures for evaluating secondary and postsecondary programs; state leadership and professional development; consumer/homemaking education; tech prep; integration of applied academics; and career guidance and counseling. (Appendixes constituting approximately one-third of this report include the following: Alabama standards and measures for secondary VE; outline of Alabama's secondary occupational program; list of Alabama two-year colleges with VE programs; descriptions of exemplary programs for selected special needs individuals; job descriptions for selected VE positions; special populations services monitoring instrument; list of Alabama tech prep consortia; and lists of course requirements for a certificate and an associate degree in travel/tourism management.) (MN)

Correctional Education; Disabilities; Disadvantaged; Displaced Homemakers; *Enrollment; Evaluation Criteria; Home Economics; Inservice Teacher Education; Integrated Curriculum; Limited English Speaking; One Parent Family; Pregnant Students; *Program Costs; Program Effectiveness; Program Implementation; *Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *Statewide Planning; Student Financial Aid; Two Year Colleges; *Vocational Education

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *South Dakota

During fiscal year 1994, South Dakota's vocational-technical education delivery system served 30,498 secondary students, 3,809 postsecondary students, and 8,358 adults. Of South Dakota's 178 school districts, 132 had to organize into some type of consortium arrangement to qualify for Perkins Act funds. The Perkins funds were used to provide support services (including special assessments, tutors, adaptive equipment, counseling, and pre-academic classes) to students identified as members of the following special populations: disadvantaged, handicapped, limited English proficient, academically disadvantaged, enrollees in nontraditional programs, and single parents and single pregnant women. Among the other purposes for which Perkins funds were used were the following: development of performance standards and core measures; development/delivery of staff development workshops/seminars on topics such as technology education, applied academics, tech prep, and vocational guidance; provision of vocational guidance services; development of 16 new secondary programs and 6 new/expanded postsecondary programs; purchase of competency-based instructional materials in 7 occupational areas and equipment representative of that being used in industry; and development of mentor programs at a higher education institution preparing vocational teachers. (Appended are the following: two local evaluation forms, descriptions of seven exemplary programs, and tech prep, the 1993 South Dakota Career Assessment Program survey instrument and tabulated results.) (MN)

include substantial bibliographies. (MN)

ED 385 782 CE 069 744

Overview of Vocational Education. Hearings on Examining Proposed Legislation Authorizing Funds for Programs of the Carl D. Perkins Vocational and Applied Technology Act of 1990. Focusing on the Federal and State Role in the Vocational Education Process, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, First Session (April 27 and May 25, 1995).
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Needs; *Federal Legislation; *Federal Programs; *Federal State Relationship; Futures (of Society); Hearings; Postsecondary Education; Secondary Education; State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Congress 104th; Reauthorization Legislation

This document reports the oral and written testimony of witnesses who testified at oversight hearings on vocational education in the United States. The document also includes statements from other sources not present at the hearings. The testimony includes statements from U.S. Senators and Representatives, business leaders, and national and local leaders about the state of vocational education in the United States. The testimony was taken in connection with reauthorization legislation for the Carl D. Perkins Vocational Education Act. The witnesses stressed the increasing need for more, not less, vocational education, if the United States is to remain competitive in the world economy. They stressed the need for integrating academic and vocational education and making sure that every student had skills that could be used in the job market. They pointed to successes in Germany and Japan and to some local successes; however, the testimony showed that much remains to be done in improving vocational education and in improving how results are measured and programs are coordinated to reduce waste and duplication. (KC)

levels of ATOD use among seventh-grade students. Three appendices provide English and Spanish versions of the survey and of a sample initial consent letter to parents. (Author/SR)

ED 385 804   CG 026 379

Heinzelmann, Corinne Ruth
Luborsky's Core Conflictual Relationship Theme: A Review of the Literature.
PUB DATE- May 95
NOTE- 86p.; Doctoral Research Paper, Rosemead School of Psychology, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Evaluation; Helping Relationship; Outcomes of Treatment; Psychotherapy; Research; *Self Concept
IDENTIFIERS- *Core Conflictual Relationship Theme Method; Luborsky (Lester)

The purpose of this paper is to review and critique the literature on Luborsky's contributions to process and outcome research on dynamic psychotherapy. Luborsky focused on the following key curative factors: (1) helping alliance; (2) transference; (3) transference interpretations; (4) psychiatric severity; and (5) self-understanding. His major contribution to the field has been the development of measures designed to assess these curative factors. The focus of this paper is on the development and application of the Core Conflictual Relationship Theme method (CCRT). Results indicate a positive relationship between helping alliance and outcome; between accuracy of interpretations and helping alliance; between change in responses of the self and outcome; and a negative relationship between psychiatric severity and outcome. (Author)

They are: developing understanding of the nature of children's early reading development; considering ways in which children's reading can be encouraged; and the assessment of reading standards. Following an introduction ("International Concerns and Controversies" by P. Pumfrey and P. Owen), essays in the first volume are: (1) "The Emergence of Word Reading in Beginning Reading" (L. Ehri); (2) "Some Effects of Phonics Teaching on Early Reading Development" (R. Johnston and others); (3) "Making Sense of Writing" (P. Papoulia-Tzelepi); (4) Some Effects of Context on Reading" (R. Stainthorp); (5) "Phonemic Awareness and Balanced Reading Instruction" (A. Adamik-Jaszo); (6) "Children Learn To Read by Being Taught" (M. Turner); (7) "New Moves in Early-Literacy Learning in Europe" (H. Dombey); (8) "What Do Children Know about Reading before They Go to School?" (P. Munn); (9) "Teacher Decision-Making in Early-Literacy Teaching" (R. Fisher); (10) "The Importance of the Teacher" (R. Campbell); (11) "Stance, Meaning and Voluntary Reading" (M. Hunter-Carsch); and (12) "A Conceptual Basis for a Literacy Curriculum" (M. Reed and others). (RS) semester, the earthquake made his students the authorities; they had to bring the instructor into the discourse, not the other way around. Students built on this shared experience and developed a lively process of consensus and collaboration which they then applied to a range of topics throughout the semester. (TB)

ED 385 862 CS 215 022

Jasmine, Grace; Nader, Lillian
Cooperative Learning Activities for Language Arts: Challenging.
PUB DATE- 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; *Cooperative Learning; Elementary Education; *Language Arts; *Learning Activities; Lesson Plans; *Space Exploration; Student Evaluation; Units of Study
IDENTIFIERS- *Intrapersonal Communication

Designed to introduce teachers to cooperative learning techniques in the language arts, this book presents 24 activity units--12 on outer space (including the exploration of space and its many adventures), and 12 on "inner space" (the mind, the emotions, and the brain). After an introduction and overview, the first section of the book gives teachers all the information they need to make cooperative learning part of their curriculum, including overview materials, organizational charts, instructions, blackline and reproducible masters, and advice about how to introduce cooperative learning to the students and their parents. The second section of the book presents the 24 units, each of which begins with a teacher page explaining the purpose of the unit, the skills to be applied, materials needed, suggested procedure, and processing and evaluation activities. To address the varying skill levels of students, each activity unit also includes advice on simplifying or expanding the activities. The third section provides: (1) information to help teachers set up an assessment program that will work hand-in-hand with the activities in the book; and (2) ideas for classroom publishing along with a list of eight real markets for student writing. (RS)

PUB DATE- 91
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- College Students; Employment Interviews; Higher Education; *Job Search Methods; *Marketing; *Motivation; Personnel Selection; *Resumes (Personal); Self Esteem
IDENTIFIERS- *Communication Strategies

Intended originally as a job search book for college students, this book presents a "system-approach" for college students, college graduates, or already employed individuals to achieve success. The book suggests ideas and outlines techniques on how to be a more effective communicator, writer, planner, brainstormer, goal attainer, interviewer, time management winner, manager, leader, or team player. Topics discussed in the book include self analysis, "networking," personality types, analyzing the marketplace, job search efforts, building impact letters and resumes, elements of effective writing, face-to-face interaction techniques, interview questions, positive mental attitudes, and time management formulas. (RS)

for student attainment must be world class and derived from community input; and (4) curriculum is designed from outcomes. The publication also presents a vision/mission statement and describes other key elements of the program--standards and assessment, curriculum and instructional strategy, professional development, technology, school organization and governance, community services and supports, public engagement, and the implementation process for new schools. (LMI)

ED 385 899 EA 026 919

Dryfoos, Joy G.
Full Service Schools: Schools and Community-Based Organizations Finally Get Together To Address the Crisis in Disadvantaged Communities.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Community Services; Elementary Secondary Education; Human Services; *Integrated Services; Outreach Programs; *Partnerships in Education; Program Effectiveness; *School Community Programs; *Shared Resources and Services; Social Services

"Full-service schools" present opportunities for communities to construct solutions at the local level that unite people and resources in times of stress. Among these schools are school-based health centers, youth-service centers, family-resource centers, Beacons/lighted schoolhouses, and community schools. They share the provision of community agencies in school buildings with the goal of creating comprehensive, one-stop educational and service centers. This paper describes different kinds of school-based initiatives across the United States and presents preliminary research findings on their effects. The paper also discusses the issues of governance, territorial concerns, community resistance, and funding. Suggestions for evaluating school-based programs, such as outcomes research and demonstration models, are offered. One figure is included. (LMI) current international trends in school-effectiveness and school-improvement research; a survey of 57 researchers in 10 countries; a survey of researchers in Switzerland, Germany, and Austria; and an international workshop at which the future of Swiss educational research was considered. Survey responses were received from 25 researchers from the United States, the United Kingdom, Canada, Australia, Hong Kong, Macau, and Norway and identified the most significant lines of inquiry for school-effectiveness and school-improvement research as the multilevel measurement of school effects and the dynamics of school change. Forty percent recommended a combination of qualitative and quantitative methods, although school-effectiveness researchers tended to prefer quantitative methods and school-improvement researchers tended to use qualitative methods. They identified commitment, sufficient funding, networking and collaboration as necessary infrastructure components. German-speaking experts' recommendations include: future investigations should examine the relationship between school quality and oranizational structure; pay greater attention to comparative research and theoretical development and conduct more case studies of improving schools; utilize multilevel methods and theories; and create links among theory, research, and practice. Three figures are included. Appendices contain results of the 10-nation survey. (LMI)

education, or enable the central agency to abandon a planning function; (3) accountability structures and sanctions alone are insufficient means for achieving desired goals; (4) decentralization is likely to make education more politicized, especially if some of the inherent tensions are not addressed in the design and unrealistic results are promised; and (5) school-site management in a positive context is rewarding, and is probably as useful a vehicle for educational administration as any other strategy yet attempted. Contains approximately 14 references. (LMI)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Philosophy; *Educational Principles; *Educational Quality; Institutional Mission; *Program Implementation; *School Restructuring; Secondary Education
IDENTIFIERS- *Coalition of Essential Schools; *Illinois

In 1988, Illinois entered into a 5-year commitment, called the Illinois Alliance of Essential Schools (IAES), to implement the Coalition of Essential Schools (CES) philosophy in several secondary schools. This paper presents findings of a study that examined how IAES schools defined the program's nine Common Principles and the implementation strategies they devised. Data were collected through a survey mailed to the 20 participating schools (5 rural, 4 suburban, and 11 urban). Seventeen schools returned the questionnaire. Findings indicate that commonalities existed among the schools' definitions of the Common Principles and also among their strategies for implementing each principle. The definitions and strategies appeared to be consistent with those offered by the CES. However, the schools' responses lacked depth, which may have been due to the questionnaire's format. Also, the schools seemed to have a working knowledge of each of the Common Principles, but did not demonstrate a recognition of the interrelationships among the principles. They tended to treat the principles separately, rather than as an integrated whole. An implication is that school-restructuring efforts need the involvement of the entire school. The appendix contains the thematic classification system. (Contains seven references.) (LMI)

ED 385 972 EC 304 166

Kalland, Mirjam
Psychosocial Aspects of Cleft Lip and Palate: Implications for Parental Education. Research Report 138.
PUB DATE- 95
NOTE- 218p.; Academic Dissertation, University of Helsinki.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Affective Behavior; *Attachment Behavior; *Cleft Palate; Emotional Development; *Emotional Response; Foreign Countries; *Infants; Interviews; *Mothers; *Parent Child Relationship
IDENTIFIERS- Finland

This study focused on the psychosocial aspects of cleft lip and/or palate on maternal emotional reactions and the family, with emphasis on the effect on the maternal-infant bond. Interviews were conducted with 40 mothers of 1-year-old infants with non-syndromic cleft lip and/or palate. The interviews were analyzed using the phenomenological method, which is explained. The focus was the unique interpretation of the mothers' experiences. The main result was that a defect that interfered with feeding disturbed the early maternal-infant bonding process more than a defect that only interfered with the child's appearance. Additional findings include: the birth of a child with a cleft is considered a shock by most mothers; the most severe problem has been the feeding problem; surgery, even if desired, is considered as a shock by most of the mothers; feelings of depression, fear, or bitterness are common among mothers of infants with a cleft; and the information that the mothers received at the hospital when the baby was born was inadequate. Descriptions are included for three cases involving different types of cleft: cleft palate, cleft lip, and cleft lip and palate. Implications for parent education are discussed, such as the importance of providing parental support to facilitate successful parenting, parents' need for information, and the importance of contact and a sense of community. (Contains 209 references.) (SW) development needs of early childhood administrators, teachers, and support personnel and early intervention team members, including families and regular educators. Approximately 2,000 people participated in 167 inservice events over the project's 3-year period. The project's focus was on providing training to increase the acceptance, knowledge, and use of computers and other assistive technology in early childhood classrooms. Participants were able to select from a menu of 18 inservice topics. Topics were organized into awareness and hands-on sessions for either child applications or adult productivity. Hands-on training was competency-based, and follow up was provided through on-site visits, printed resources, and telephone consultations. The project identified strategies for overcoming participants' fears about using technology and for setting up an environment conducive to learning. Other findings related to the role of administrative support and the necessity of follow-up training. Participant evaluations of inservice events indicated that they had increased both their knowledge and skills. The project has produced manuals, software, and videotapes available to the public. (Contains 12 references.) (DB)

Association for the Deaf (Rochester, NY, June 28-July 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Child Rearing; *Communication Skills; *Deafness; Elementary Secondary Education; *Interpersonal Communication; Interpersonal Competence; Parenting Skills; *Parents as Teachers; Skill Development
IDENTIFIERS- *Conversation

This collection of conference presentation handouts covers various aspects of helping parents of deaf children to become facilitators of conversational skill development. The handouts include: definitions of "pragmatics" and "conversations"; a listing of characteristics of a successful adolescent conversationalist; an illustration and explanation of a conversational speech model (with components of interactive skills, the conversational frame, analysis of context, and communication skills); a discussion guide for parent groups; guides for goal-setting; a list of suggestions for home activities to facilitate conversation; suggestions for conversational topic maintenance and expansion; a self-rating scale to promote conversational self-awareness in adolescents; and a discussion of the value of small talk. (Contains 13 references.) (DB)

Strategies; *Pragmatics; Second Language Learning
IDENTIFIERS- *Referents (Linguistics)

A study attempted to replicate earlier research on the collaborative strategies used by non-native speakers (NNSs) of English in conversation and compare them with the strategies used by native speakers (NSs). Subjects were two graduate students, one Malaysian and one Japanese, both advanced NNSs of English. Each was shown a group of tangram figures and one was asked to describe each figure so the other could identify it. Six trials were performed. Results were then analyzed and compared with the NS results of the earlier study. It was found that while the NNS pair completed the experimental task requiring collaboration in approximately the same time as NSs, they also used other devices when their command of English referring expressions or their confidence in establishing a mutual belief was not sufficient for the task. In striving to establish a common perspective, the NNSs did not show the same preference as NSs for using definite reference, perhaps because the two native languages did not share a similar system for making definite reference. As a result, the NNSs used more words to describe the figures in all but the last trial, suggesting extra effort to establish a mutual belief concerning reference. Contains 11 references. (MSE)

ED 386 031 FL 023 189

Gordon, Daryl
Shifting Gender Roles in the Acculturation Process.
PUB DATE- 95
NOTE- 21p.; For the complete volume in which this paper appears, see FL 023 186.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Acculturation; Discourse Analysis; Females; Immigrants; Interpersonal Relationship; Language Research; *Laotians; Mothers; *Parent Child Relationship; Parent Role; *Role Perception; *Sex Role; *Spouses
IDENTIFIERS- *Laotian Culture

The study reported here is an analysis of discourse in conversations with a Laotian woman who has lived in the United States with her husband and children since 1986. Analysis focuses on the nature of women's agency in Lao and U.S. cultures, highlighting the woman's perception of her changing identities as wife and mother. Excerpts of the conversations are presented and discussed. Implications for English-as-a-Second-Language (ESL) educators for a more nuanced understanding of the acculturation process are also examined. Contains eight references. (MSE)

This study investigated the effects of "signals" in text (headings, previews, and logical connectives) on the reading comprehension of learners of English as a Second Language. Subjects were 232 female Hong Kong secondary school students, all less-skilled readers of English. The subjects read a relatively difficult passage in English on an unfamiliar topic, then were administered a factual test on five main ideas in the text, including five inference questions. Results suggest that headings and previews improved factual comprehension at the level of superordinate ideas, but logical connectives showed insignificant effects for both factual and inferential comprehension. No significant effects were found for inferencing for any of the signal types. Further study of this lack of effect is recommended. Four appendixes contain the original passage, the passage with signals, comprehension questions, and five tables. Contains 37 references. (MSE)

Participation. Principles and Values. Volume 1).
PUB DATE- Dec 90
NOTE- 59p.; For related documents, see FL 801 069-075.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; *Adult Programs; Adult Students; Andragogy; Basic Skills; *Community Involvement; Curriculum Development; Educational Improvement; *Educational Objectives; Foreign Countries; Mexicans; Program Descriptions; Spanish; *Teacher Characteristics
IDENTIFIERS- *Mexico

The series "Self-instructional Notes on Social Participation" is a six-volume series intended as teaching aids for adult educators. The theoretical, methodological, informative and practical elements of this series will assist professionals in their work and help them achieve greater success. The specific purpose of each notebook is indicated in the introduction. This volume reflects upon on the concepts of social unity and participation, and their personal, institutional and social ramifications. This notebook outlines basic tenets of adult education and education in general. It suggests ways educators can find out more about how to teach those who have not had the opportunity to go to school. The book further highlights the values a teacher should ideally possess to be most effective. It is intended that reading this publication will give each teacher a fuller and more complex vision about his daily work. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KM) students enrolled at the University of Ottawa between 1981 and 1986. Data for the study were obtained from the University of Ottawa databases during the 6-year period. For the study a person 25 years or older or a person who had not undertaken formal education for a minimum of 2 full years was defined as a non-traditional student. Each year close to 20 percent (nearly 900) of new students enrolling at the university were non-traditional students. The mean age of these students was 31 years, 11.5 years older than the mean age of traditional students. Female non-traditional students consistently outnumbered male non-traditional students by almost two to one. Students came from Ontario (77 percent), Quebec (19 percent), other provinces or territories (2 percent), and from other countries (the remainder). English was the mother tongue for 45 percent in 1981 rising to 52 percent in 1986 while French was the first language for 46 percent in 1981 and 40 percent in 1986. A majority of non-traditional students were full-time students and the percentage increased each year, from 50 percent in 1981 to 57 percent in 1986. Tables showing enrollment projections are included. Appendixes present figures and tables listing definitions of "non-traditional" students and additional detail supporting the study's findings. (Contains 50 references.) (JB) the new Ford Federal Direct Loan Program (FDLP) by the Advisory Committee on Student Financial Assistance (ACSFA), along with recommendations to help improve FFELP and FDLP. It found that congressional priorities and the positions of the education community contrast dramatically with the Department's overriding interest to move quickly to full scale implementation of FDLP. The report asserts that although the Department has the capacity to manage these student aid programs effectively, it is primarily focusing its resources on the implementation of FDLP, ignoring necessary reforms to FFELP and failing to address program integrity issues in Title IV programs. It concludes that FFELP remains flawed and that FDLP systems and policies cannot ensure program integrity and institutional accountability, and that certain features require modification to support smooth operations as the program expands. Specific recommendations are provided to improve the management, delivery, and operations of FFELP and FDLP. An appendix lists ACSFA members and staff. (MDM)

statements from three senators on whether or not it is in the Federal Government's best interest to divest itself of the Student Loan Marketing Association (Sallie Mae), and the College Construction Loan Insurance Association (Connie Lee). Lawrence A. Hough of the Student Loan Marketing Association testified that Sallie Mae is poised to move away from government sponsorship, that it would remain committed to the Federal Family Education Loan Program, and that privatization plans must be designed carefully to assure approval by shareholders. Oliver R. Stockwell of Connie Lee testified that Connie Lee was ready and willing to convert to private status. Senator Dodd appeared and spoke in support of privatization. Leo Kornfeld of the Department of Education testified in support of privatizing Connie Lee and cautioned that the current marketplace needs, offset fees, and exit fees must be considered in any Sallie Mae privatization plan. Darcy Bradbury of the Department of the Treasury argued for privatization to reduce the debt that carries some perception of government support. Senator Claiborne Pell urged caution in privatization. A member of the Congressional Research Service, a representative of the Financial Guaranty Insurers, and a representative of First Boston Corporation also testified on privatization issues. Prepared statements of senators and witnesses are included. (JB)

ED 386 132 HE 028 540

Crocombe, Ron; Crocombe, Marjorie Tuainekore
Post-Secondary Education in the South Pacific: Present Patterns and Future Options. Educational Development in the Small States of the Commonwealth Series.
PUB DATE- 94
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; Comparative Analysis; Developing Institutions; Developing Nations; Educational Demand; *Educational Development; Educational Needs; Educational Trends; Foreign Countries; Futures (of Society); Government Role; *Higher Education; Long Range Planning; Need Analysis (Student Financial Aid); Policy Formation; Sociocultural Patterns
IDENTIFIERS- British Commonwealth; Cook Islands; Solomon Islands; *South Pacific

This book contains the results of a study examining post-secondary education in the South Pacific by surveying the number of educational opportunities currently offered, by analyzing key trends, and by comparing developments in the Cook Islands and the Solomon Islands. Following an introductory section on terminology and the region, the first main section describes current post-secondary educational opportunities in detail including sources, courses, qualifications, and access. This section concludes that increased demand for education has pressured governments to allocate resources at all levels and has encouraged diversification among sources of post-secondary education. The next section compares the Cook and Solomon Islands, the latter one of the area's largest nations and the former one of the smallest. The chapter on trends and policy options discusses a culture of continuous learning, curriculum issues, qualifications, educational quality, student and staff mobility, management, equity issues, finance, and economic development. A final section looks toward the next century and recommends extending choice, increased self-financing, accepting new national contexts, strengthening institutions, internationalizing education, encouraging science and technology, encouraging lifelong learning, strengthening curricula, acknowledging mobility, ensuring personal development, and developing personal and social values. An index is included. (Contains over 80 references.) (JB)

ED 386 133 HE 028 541

Mukherjee, Hena; Singh, Jasbir S.
Staff Development Approaches in Higher Education: Learning from Experience.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Change Strategies; College Faculty; College Instruction; *Developing Nations; *Faculty Development; Foreign Countries; *Higher Education; Instructional Improvement; International Cooperation; International Programs; Needs Assessment; Policy Formation; Program Development; Program

ED 386 151 IR 017 268

Fryer, Michelle L.
Ministry, Union, the Church and Teachers: Bolivia's Partners in Innovation. LearnTech Case Study Series, No. 6.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- May 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Radio; Elementary Education; Foreign Countries; Government Role; *Mathematics Education; *Partnerships in Education; Program Implementation; Teacher Education
IDENTIFIERS- *Bolivia; *Interactive Radio

A process of developing and testing an instructional methodology called interactive radio instruction (IRI) was begun in 1986 in order to improve the quality of primary school mathematics in Bolivia. When the development phase was complete and implementation well under way, management of the resultant Radio Learning Project (RLP) passed from the non-governmental organization (NGO), Fe y Alegria, to the Ministry of Education and Culture (MEC). Today, seven years after the initial pilot, approximately 600,000 primary-school children have enrolled in the RLP, renamed PARI; more than 8,000 teachers have been trained and certified in the IRI methodology, and in 1992, Radio Math achieved national recognition as the "official" mathematics program of Bolivia. This case study assesses how NGO management sustained RLP continuity, describes how broad-based teacher support laid the base for institutionalization, and looks at how IRI has revolutionized education in Bolivia. Rather than dwell on issues related to methodology or impact, the study assesses the sustainability of PARI from the sociological perspective, focusing on the issues of participation of people and systems key in driving national diffusion and sustainability. An appendix provides a chronology of events. (Contains nine references.) (Author/MAS)

ED 386 152 IR 017 269

Cobbe, James
The Economics of Interactive Instruction: The Case of South Africa. LearnTech Case Study Series, No. 7.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- May 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiotape Cassettes; Audiovisual Aids; Case Studies; *Costs; *Educational Finance; *Educational Radio; Grade 1; Grade 2; Language Arts; Primary Education
IDENTIFIERS- Interactive Radio; *Interactive Teaching; *South Africa; Two Way Radio

"English in Action," (EIA) an interactive audio instructional system using instructional cassette or radio, when available, was implemented in first and second grade classrooms in South Africa, in 1993 and 1994, respectively. This case study looks at the economics of alternative ways to implement and expand the "English in Action" system, both with respect to the

ED 386 170 IR 017 298

Shaw, Edward L., Jr.; And Others
The Use of a Science Interactive Videodisc in an Early Childhood Classroom.
PUB DATE- 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Interactive Video; Kindergarten Children; Learning Strategies; *Prediction; *Science Process Skills; Videodisks
IDENTIFIERS- *Hands on Science

Basic and integrated science process skills form the basis for inquiry-based, hands-on learning. This study explores conditions that are essential for students to master the process skill of prediction. The following question is asked: Is there a significant difference between kindergarten students' prediction ability using hands-on objects exclusively, hands-on objects and interactive videodisc (IVD), or using IVD only? Three treatments were involved: (1) students who used the interactive videodisc only (blue group); (2) students who handled objects while determining if they sink or float using an interactive videodisc (pink group); and (3) students who used objects at a water table only (white group). Fourteen objects were used: a small rock, a large rock, a ping pong ball, a piece of aluminum foil, a wad of aluminum foil, a metal nut, a plastic fork, a metal fork, a crayon, a small cork, a large cork, a piece of wood, a small coin, and a large coin. Results showed that the blue group of 13 participants had a mean of 9.07 correct predictions; the pink group of 12 participants had a mean of 8.6 correct predictions; and the white group of 13 participants had a mean of 10.9 correct predictions. Analysis of variance (ANOVA) revealed no significant difference at the .05 level. Post-hoc analysis using the least significant difference (LSD), revealed a difference between the white and pink treatment groups only. An additional ANOVA was done with one piece of datum removed, which revealed a significant difference among groups. The hands-on treatment group (white) was superior to the other two groups. Study limitations are discussed and suggestions are provided for further. Two tables and three figures illustrate data. (Contains eight references.) (MAS)

ED 386 171 IR 017 299

Terrell, Steven R.; And Others
A Transitional Model for the Introduction of Technology.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Computer Uses in Education; *Educational Innovation; Educational Technology; Elementary Secondary Education; *Resistance to Change; *Teacher Attitudes; Teaching Methods

There are many reasons for teachers' resistance to innovation in the classroom through computer use. This resistance can be categorized into one of several broad-based themes: resistance

ED 386 192 IR 055 606

Stephens, Annabel K.
Plan Your Excellence: System Directors' Input on Use and Revision of "Standards for Public Library Service in Alabama."
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Branch Libraries; *Library Administration; Library Networks; *Library Standards; Library Surveys; *Public Libraries; Use Studies
IDENTIFIERS- *Alabama

In November 1994, directors of Alabama's 21 public library systems were surveyed to determine their experiences with, and opinions of, the 1988 "Standards for Public Library Service in Alabama." Replies were received from nine (34%) of the directors. Directors were provided with a list of 15 ways in which they might have used the system standards and asked to check all that applied. Seven directors reported that the standards were used to seek funding from alternate sources such as federal grants and foundations, while six directors (67%) reported they were used to improve bibliographic access to holdings of member libraries. Other uses included requesting an increase in local per capita support and library collection improvement (55%); improving services, evaluating, and accomplishing things not listed on the survey (44%); and increasing continuing education activities for member librarians and trustees (33%). A ranking is provided of standards identified as most and least helpful to at least two of the directors, and most and least helpful to member libraries. In response to a question asking directors to suggest areas for which system standards should be added, recommendation included outreach programs such as bookmobiles deposit stations, a books-by-mail; cooperative ventures; online information access; and new technology and automation. Of the nine possible ways in which directors help their member libraries use the standards, seven (78%) reported that they helped their member libraries use the standards to improve their collections, four (44%) to request a budget increase, change hours, or add to or remodel the facility, and three (33%) to evaluate and actually get budget increases. (MAS)

ED 386 193 IR 055 607

Texas Public Library Summary for 1993.
PUB DATE- 94
NOTE- 36p.; Also known as "Texas Public Library Summary Statistics."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Library Circulation; Library Expenditures; Library Funding; Library Services; *Library Statistics; *Public Libraries; Reference Services; Tables (Data); Users (Information)
IDENTIFIERS- *Texas

This volume is the first annual Texas Public Library Summary Statistics. It contains information as submitted by local public libraries on their 1993 Annual Report forms. The contents include: analytical tables; population served by Texas

ED 386 212 IR 055 650

Epler, Doris, Ed.
K-12 Networking: Breaking Down the Walls of the Learning Environment.
PUB DATE- 95
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; Curriculum Development; Educational Planning; Elementary Secondary Education; Futures (of Society); *Information Networks; *Learning Resources Centers; Media Specialists; *School Libraries

Networks can benefit school libraries by: (1) offering multiple user access to information; (2) managing and distributing information and data; (3) allowing resources to be shared; (4) improving and enabling communications; (5) improving the management of resources; and (6) creating renewed interest in the library and its resources. As a result, schools must give consideration to many concerns when planning to get involved in computer networking. This book addresses concerns educators have about implementing various types of networks in their schools. It is divided into five sections: "Planning"; "Roles in Networking"; "Networking and the Curriculum"; "National and Global Networks"; and "The Future." The 13 chapters are: "Technology in Schools: Providing Leadership Through Information Networking" (Dan Lumley and Gerald Bailey); "Developing a Plan for Networking Video Resources" (George E. Pavlik); "Preparing the School Library Facility for a Resource Network" (Doris M. Epler); "Going for It--And Winning: How to Get Funding for Networking" (Bonnie L. Fish); "The Role of the School Library in Technology Programs: A Research Study of Pennsylvania's Public Schools" (Margaret J. Benjamin); "The Role of the School Librarian in Electronic Networking" (Julie I. Tallman); "'I Want to Go Downstairs': A Networking Project for Multiply Handicapped Students" (Sophia Moore); "Beyond Theory: Networking Across the Curriculum" (Mary Ann Achorn); "SUNLINK: Florida's School Library Media Network" (Sandra Ulm); "ACCESS PA: All Grown Up and Networkable" (Doris M. Epler); "LM-NET: Bringing Together the School Library Media Community--Electronically" (Michael B. Eisenberg and Peter Milbury); "The Internet: Information Power at Your Fingertips" (Don E. Descy) and "School Networking: What Does the Future Hold?" (Doris M. Epler)

ED 386 213 IR 055 651

A New Frontier: The National Information Infrastructure. Proceedings from the State-of-the-Art Institute (8th, Washington, D.C., November 3-4, 1994).
PUB DATE- 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; *Computer Networks; Federal Legislation; *Government Role; Information Centers; *Information Networks; Information Scientists; Information Technology; Intellectual Property; Library Role; Private Sector; Technological Advancement; Users (Information)
IDENTIFIERS- *National Information Infrastructure

ED 386 231 JC 950 420

Cohen, Don, Ed.
Crossroads in Mathematics: Standards for Introductory College Mathematics before Calculus.
SPONS. AGENCY- EXXON Corp., New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- Sep 95
NOTE- 93p.; Prepared by the Writing Team and Task Force of the Standards for Introductory College Mathematics Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *College Mathematics; Community Colleges; Educational Improvement; *Introductory Courses; Mathematical Enrichment; *Mathematics Education; Problem Solving; Program Implementation; Two Year Colleges

Intended to improve mathematics education at two-year colleges and other institutions offering lower division courses as well as to encourage more students to study mathematics, this publication presents the American Mathematical Association of Two-Year Colleges' (AMATYC's) standards for revitalizing the pre-calculus mathematics curriculum and stimulating changes in instructional methods. Following introductory sections, chapter 1 describes the goals and basic principles underlying the document, while chapter 2 presents standards for introductory college mathematics including seven standards related to intellectual development, seven related to curriculum content, and five related to pedagogy. This chapter also provides charts of guidelines for achieving the standards. Chapter 3 addresses issues of content and pedagogy related to the interpretation of the standards in the areas of mathematics foundation-building courses, technical programs, mathematics-intensive programs, liberal arts programs, and programs for prospective teachers. Chapter 4 reviews implications of the standards for faculty development and other departmental considerations; advising and placement; laboratory and learning center facilities; the use of technology; assessment of student outcomes; program evaluation; and articulation with high schools, other colleges and universities, and employers. Finally, chapter 5 covers implementation, including institutional recommendations, the role of professional organizations, proposed regional workshops, and the development of materials, while chapter 6 provides concluding remarks. (Contains 78 references.) (Sample math problems based on the standards are appended.) (KP)

ED 386 232 JC 950 421

Cross, K. Patricia
Educating for the 21st Century.
PUB DATE- 25 Jul 95
NOTE- 25p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 386 248 JC 950 439

Performance Measures for Service Expectations for Ohio's Two-Year Colleges & Regional Campuses.
PUB DATE- Jun 94
NOTE- 13p.; For indicators related to the performance measures, see JC 950 438.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; College Planning; *College Role; Community Colleges; Design Requirements; *Educational Quality; Education Work Relationship; *Evaluation Methods; *Institutional Mission; Multicampus Colleges; Organizational Objectives; Partnerships in Education; School Business Relationship; School Community Relationship; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Ohio

In 1993, nine service expectations for Ohio's two-colleges and regional campuses were approved by the state Board of Regents. This report describes specific performance measures developed for the service expectations to equitably evaluate the performance of the colleges. Following a brief introduction describing the goals and advantages of the indicators developed, performance measures are provided for the following service expectations: (1) a range of career/technical programming preparing individuals for employment at the technical or paraprofessional level; (2) commitment to an effective array of developmental education services; (3) partnerships with industry, business, government, and labor for workforce training to enhance economic development in the community; (4) noncredit continuing education and cultural enrichment opportunities; (5) college transfer programs or the first two years of a baccalaureate degree for students planning to transfer to four-year institutions; (6) linkages with high schools to ensure graduates are adequately prepared for higher education; (7) convenient scheduling; (8) student fees which are as low as possible; and (9) community involvement in the decision-making process in such critical areas as course delivery, range of services, fees and budgets, and administrative personnel. For each expectation, a description and/or definitions of terms are provided, as well as charts showing specific indicators and methods of providing evidence of accomplishment. A list of members of the Advisory Committee on Measures for Service Expectations is attached. (KP)

ED 386 249 JC 950 440

The High Performance Campus--Building the Campus of the 21st Century: A New Funding Model for Institutional Stability, Performance and Change for the Future.
PUB DATE- 23 Sep 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Community Colleges; *Educational Finance; *Educational Improvement; Higher Education; Incentive Grants; Institutional Mission; *Resource Allocation; *State

ED 386 266 PS 022 840

Improving America's Schools Act, Conference Report (To Accompany H.R. 6). House of Representatives, 103D Congress, 2d Session.
PUB DATE- 28 Sep 94
NOTE- 930p.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Facilities; Educational Finance; *Educational Improvement; Educational Quality; Educational Technology; *Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal Programs; High Risk Students; Professional Development; Special Needs Students; State Programs; Statistical Data
IDENTIFIERS- Congress 103rd; Elementary Secondary Education Act; Goals 2000; *Improving Americas Schools Act 1994; Reauthorization Legislation

This report from the United States House of Representatives presents the complete amended version of the House bill to extend for 5 years the authorizations of appropriations for the programs under the Elementary and Secondary Education Act. The current reauthorization bill is known as the "Improving America's Schools Act." The first half of the report is divided into five parts. Title I--Amendments to the Elementary and Secondary Education Act (ESEA) of 1965, is the largest section. It covers 13 sections of the ESEA, which include provisions for: (1) helping disadvantaged children meet high standards; (2) professional development; (3) technology for education; (4) safe and drug-free schools and communities; (5) promoting equity; (6) bilingual education and language acquisition; (7) impact aid; (8) Native American Education; and (9) the School Facilities Infrastructure Improvement Act. Title II covers Amendments to the General Education Provision Act. Title III covers amendments to other Acts affecting education, which include the Individuals with Disabilities Education Act (also covering homeless children), and Goals 2000. Title IV covers provision for the National Education Statistics Act of 1994. Title V covers miscellaneous provisions. The remainder of the report provides a joint explanatory statement of the committee of conference as to the proposed changes to the original bill. (HTH)

ED 386 267 PS 022 945

MacDonald, James D.
Becoming Partners with Children: From Play to Conversation. A Developmental Guide for Professionals and Parents.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 356p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Caregiver Speech; Child Language; *Communication Disorders; *Communication Skills; Developmental Delays; Evaluation Methods; Interpersonal Communication; Intervention;

ED 386 286 PS 023 437

George, Robert M.; And Others
Foster Care Dynamics 1983-1992: A Report from the Multistate Foster Care Data Archive and Update (1983-1993).
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Child Welfare; *Databases; Definitions; Demography; *Foster Care; *Foster Children; Foster Family; Longitudinal Studies; Placement; Social Services; State Agencies; *Statistical Data; Tables (Data); Welfare Services
IDENTIFIERS- California; Illinois; Michigan; New York; *Placement (Foster Care); Texas

The Foster Care Data Archive is a five-state database that contains foster care career histories for all children who have been placed in a state-supervised substitute-care living arrangement. The Archive was started with five participating states--California, Illinois, Michigan, New York, and Texas--which together provide services to almost half of the total child substitute care population in the United States. The data for the Archive are extracted directly from the administrative data systems operated by each state's child welfare agency. The unique properties of this information are that it is comprehensive and that it is longitudinal at the level of individual children. Therefore, the complete child welfare history of every child who has been in the care and custody of these state systems in recent years can be described. This report presents archive data from the years 1988-1992 related to the nature of state foster care caseloads and child experiences within the child welfare service system of those five states. An interim report is also included that extends the available data for the 5 states through the end of 1993. The data provided are not evaluative for the state programs; however, they do provide a comparative frame of reference. (AA)

ED 386 287 PS 023 460

Regenstein, Marsha; And Others
Early Childhood Education: Models for Expanding Access.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Jun 95
NOTE- 140p.; Page 51 contains very light type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Costs; *Day Care; Disadvantaged; Early Childhood Education; Educational Economics; *Educational Improvement; Educational Vouchers; Federal Legislation; Foreign Countries; Models; Preschool Children; Program Descriptions; Public Education; Reports; School Community Relationship; *State Programs
IDENTIFIERS- *Access to Services; Availability (Programs and Services); Child Care and Development Block Grants; France; Independence School District MO; Project Head Start; Texas; West Virginia (Braxton County)

ED 386 304 PS 023 535

Phillips, Deborah A., Ed.
Child Care for Low-Income Families: Summary of Two Workshops.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Day Care; Early Childhood Education; Economic Factors; Educational Attitudes; Educational Quality; Elementary Education; Family Programs; *Federal Aid; Government Role; Grants; Infant Care; *Low Income Groups; School Age Day Care; *Workshops
IDENTIFIERS- Child Care Costs; *Child Care Needs; Day Care Selection; *Subsidized Child Care Services

This report summarizes the activities of two workshops on child care options for low-income families. The workshops focused on factors affecting patterns of child care use among low-income families, child care and children's development, child care and economic self-sufficiency, and the structure and consequences of child care subsidies. It concludes that: (1) low-income families resemble other families in the considerations that guide their child care preferences and choices; (2) there is a relatively low supply of care for infants, school-age, and special needs children; (3) the quality of care available to low-income families is highly uneven; (4) variation in child care quality has discernable and significant effects on children's development; (5) continuity of care is an especially important issue for low-income families; (6) child care subsidies appear to facilitate low-income families' efforts to obtain and maintain paid employment; and (7) federal funding levels that restrict states' capacity to provide subsidies to all qualified families lead to a series of detrimental consequences. A list of workshop participants is included. An appendix contains the workshop agendas. (Contains 33 references.) (MDM)

ED 386 305 PS 023 536

Unity through Diversity: A Report on the Healthy Mothers, Healthy Babies Coalition, Communities of Color Leadership Roundtable.
SPONS. AGENCY- American Coll. of Obstetricians and Gynecologists, Washington, DC.; Health Care Financing Administration (DHHS), Washington, DC.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Metropolitan Life Foundation.
PUB DATE- Aug 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advocacy; American Indians; Asian Americans; Blacks; *Child Health; *Conferences; *Family Health; Health Education; *Health Needs; Health Promotion; Health Services; Hispanic Americans; *Minority Groups; Mothers; National Organizations; Organizational Objectives; Pacific Americans; Public Policy
IDENTIFIERS- African Americans; *Maternal and Child Health Services; Maternal Health; Roundtable Reports

This report summarizes the activities of a forum held by the

ED 386 323 PS 023 579

Kendall, Earline D.
Long-Term Economic Benefits of Preschool Services and the Potential Impact of Privatization.
PUB DATE- Jul 95
NOTE- 15p.; Paper presented at the Meeting on Social Protection and Social Care (Komotini, Thrace, Greece, June 26-July 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Federal Government; Financial Support; *Government Role; Poverty Programs; *Preschool Education; *Privatization; *Socioeconomic Influences

This paper addresses the importance of a high quality preschool education for children living in poverty, the long-term effects of such an educational experience, the long-term economic benefits to the children enrolled and their families, and the potential impact of privatization on preschool services. The cost-effectiveness and cost-benefits of early childhood education discussed are based on the 27 years of longitudinal data of the Perry Preschool Project (PPP). Research on the PPP has concluded that each dollar invested in high quality preschool education saved the public $7.61 of special services later. The paper also discusses the impact of political change in the United States and Eastern Europe on decentralization and privatization of educational services, including Head Start in the United States. It recommends that the U.S. government should: (1) provide economic and political incentives for the voluntary nonprofit sector to fill the void left when governments no longer provide needed services for children; (2) implement appropriate regulations and guidelines to protect children served by voluntary nonprofit agencies; and (3) fund adequately preschool services for children who are economically at-risk. (Contains 27 references.) (MDM)

ED 386 324 PS 023 580

Hunger Doesn't Take a Vacation: A Status Report on the Summer Food Service Program for Children. Third Edition.
PUB DATE- Jun 95
NOTE- 19p.; Third annual status report on the Summer Food Service Program for Children (SFSP).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Eligibility; *Federal Programs; *Lunch Programs; National Surveys; Participation; Program Descriptions; *Program Evaluation; State Programs; *Summer Programs
IDENTIFIERS- Participation Rates; *Summer Food Service Program

This report provides an evaluation of the efforts each state and the District of Columbia are making to provide nutritious summer meals to children of low-income families. The evolution of the Summer Food Service Program for Children (SFSP), created by Congress in 1968 to provide funds for eligible sponsoring organizations to serve meals to children from needy areas when school is closed, is described. Three tables provide state-by-state data on the average daily attendance (ADA) in July 1994

ED 386 342 RC 020 182

Mutanyatta, J. N. S.
Educational Policies and Priorities for Rural Women in Southern Africa.
PUB DATE- Oct 94
NOTE- 20p.; Paper presented at the Conference on Education for the 21st Century in Southern Africa: Annual Conference of the Southern African Comparative and History of Education Society (4th, Botswana, October 25-27, 1994). Table may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Basic Education; Change Strategies; Developing Nations; *Educational Needs; *Educational Policy; Equal Opportunities (Jobs); Foreign Countries; Illiteracy; *Rural Development; Rural Education; *Rural Women; *Sex Discrimination; Sex Role
IDENTIFIERS- *Botswana; Empowerment

Despite their significant role in African economies, women are still the victims of poverty, illiteracy, discrimination, and powerlessness. Most African countries are classified as "low" on the Human Development Index and exhibit a relationship between per capita gross domestic product and the adult literacy rate. Rural women appear to be the most disadvantaged group and are the least represented in political decision making. Factors accounting for gender inequalities include cultural attitudes toward women, colonialism, low levels of functional literacy, discrimination in employment, and lack of training and education. Development projects focusing on women have met with little success in the past, largely due to problems with participation. Educational systems should be planned to integrate women in overall national development plans and strategies. Educational activities should foster emancipation and empowerment for rural women and should involve work-oriented, functional adult literacy activities in areas of agriculture, livestock, and business enterprises. Other important educational needs are legal rights education, vocational education, and various nonformal education programs. National educational policies and priorities for rural women should focus on equal access and opportunities in national development. (KS)

ED 386 343 RC 020 235

Hautecoeur, Jean-Paul, Ed.
Alpha 94: Literacy and Cultural Development Strategies in Rural Areas.
PUB DATE- 94
NOTE- 343p.; Translation of "Alpha 94: strategies d'alphabetisation et de la developpement culturel en milieu rural." For selected individual papers, see RC 020 236-250.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Translations (170)
DESCRIPTORS- Action Research; Adult Basic Education; *Community Action; *Community Development; *Cultural Relevance; Culture Conflict; Educational Strategies; Foreign Countries; *Literacy Education; Rural Areas; *Rural Education

ED 386 359 RC 020 254

Trueba, Henry T.; And Others
Healing Multicultural America: Mexican Immigrants Rise to Power in Rural California.
PUB DATE- 93
NOTE- 214p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingual Schools; *Cultural Maintenance; Cultural Pluralism; Elementary Secondary Education; Ethnic Relations; *Immigrants; *Mexican American Education; Mexican Americans; Multicultural Education; *Political Socialization; Politics of Education; Role of Education; *Social Integration
IDENTIFIERS- *California (Woodland); *Chicanos; Cultural Therapy; Empowerment; Ethnohistory

This book is an ethnohistorical and ethnographic account of how several generations of Mexican immigrants became an integral part of the city of Woodland, California. These immigrants came to rural northern California as underclass agricultural workers, but, in the last 2 decades, have risen rapidly to political power through participation in the school board and various political, economic, and social institutions. A central tenet of the book is that the adjustment of immigrants depends largely upon their recognition of their own worth and potential contributions to American society. In this context, schools have special responsibilities: transmitting American cultural values that hold society together, and at the same time helping culturally diverse students pursue their own genuine ethnohistories. The success of Mexican Americans in Woodland is viewed as proof that the maintenance of the home language and culture produces strong Americans committed to a common good, the education of all. The chapters are: "The Dynamics of Cultural Transmission" (Henry T. Trueba); "Castification in Multicultural America" (Henry T. Trueba); "Woodland in Yolo County" (Yali Zou); "Chicanos in Politics: Learning to Participate and Organize" (Cirenio Rodriguez); "Political Gains of Chicano Community: Taking and Using Power" (Cirenio Rodriguez); "A School in Change: The Empowerment of Minority Teachers" (Jose Cintron); "Lessons Learned: The Healing of American Society" (Henry T. Trueba); "Cultural Therapy in Action" (Henry T. Trueba); and "Annotated References for Cultural Therapy" (Henry T. Trueba). An annotated bibliography contains 158 references on cultural therapy. This book contains references in each chapter, many data tables, photographs, and an index. (SV)

ED 386 360 RC 020 255

Rivera-Batiz, Francisco L.
Falling Back: The Declining Socioeconomic Status of the Mexican Immigrant Population in the U.S., 1980-1990.
PUB DATE- 19 Apr 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Educational Attainment; *Immigrants; *Income; Labor Market; Mexican Americans; *Mexicans; Poverty; *Socioeconomic Status; Unemployment; Unskilled Workers

This report presents data showing that the socioeconomic status of Mexican immigrants in the United States fell sharply behind

ED 386 379 SE 056 393

Van Zoest, Laura R.
Focus of Preservice Secondary Mathematics Teachers' Observations of Classroom Mathematics Instruction.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Mathematics Education; *Mathematics Teachers; *Observation; *Preservice Teacher Education; Secondary Education
IDENTIFIERS- *Preservice Teachers; *Teacher Candidates

Early field experiences are considered a key component of teacher education programs by educators, students, and state boards of education. This study sought to understand better the effects of early field experiences on preservice secondary teachers (n=3) by investigating the focus of their observations of classroom mathematics instruction. The students were enrolled in courses towards the beginning of their teacher education program, prior to any subject-specific methods course. The time spent in this study was credited towards the observational clock-hours required by their courses and certification program. Each preservice teacher observed two secondary school mathematics classes. Each participant was interviewed for about 55 minutes on what she or he had noticed while observing. Field notes were made of the observations and transcripts of tape-recorded interviews provided the primary data source for the study. Discussion of results follow in decreasing order of the time and attention that the preservice teachers allotted to them: classroom management strategies, instructional strategies, teaching style, student behaviors, and mathematics content. Why the preservice teachers focused the least on mathematics in a mathematics classroom is a question worthy of further exploration. Contains 10 references. (MKR)

ED 386 380 SE 056 464

Montessori(TM) Math by Colors CD Rom.
PUB DATE- May 95
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- of the observations and transc
interviews provided the primary data source for
DESCRIPTORS- *Arithmetic; *Computer Uses in Education; *Context Clues; *Courseware; Mathematics Education; *Montessori Method; Primary Education; Visual Aids
IDENTIFIERS- Mathematics Activities

Montessori(TM) Learning Software programs are purportedly built upon the core concept of the Montessori philosophy, that a major path to intellectual development is through a child's hands and senses. Math by Colors, recommended for ages 4 to 8, encourages hands-on discovery by allowing the child to choose the right color from the assembled paint tins grouped at the bottom of each picture. Color is chosen by correctly identifying the answer to a mathematics problem (MKR)

ED 386 381 SE 056 466

ED 386 402 SO 025 148

Bretherton, Di; And Others
Conflict Resolution in Children. Peace Education Miniprints No. 72.
PUB DATE- Jan 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *After School Programs; Conflict; *Conflict Resolution; Decision Making; Elementary Secondary Education; Extended School Day; Foreign Countries; Interpersonal Communication; *Peace; Problem Solving; Secondary School Students; Social Control
IDENTIFIERS- *Peace Education

As concern with the level of violence in society increases, this document suggests one approach to reducing violence is to develop nonviolent conflict resolution programs to provide people with the skills to solve problems collaboratively. These programs also may encourage people to refocus the way they experience conflict in their lives. They teach that conflict is a necessary component for growth and can lead to shared understandings, when dealt with in a positive way. This paper considers two programs that help adults teach conflict resolution skills to children. "Dealing with Conflict" is a 10 week course for adolescents that is normally run in a classroom setting. "Afters" is a program for younger children that is designed for after school care settings. (RJC)

ED 386 403 SO 025 149

Bjerstedt, Ake
Peace Education Books. A Selective Bibliography with a Focus on Materials in English, German, and the Scandinavian Languages. Peace Education Miniprints No. 73.
PUB DATE- Feb 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Foreign Countries; Higher Education; *Peace; Research and Development; Role of Education
IDENTIFIERS- *Peace Education

This document lists 30 pages of monographs and collections of papers explicitly dealing with peace education. The major focus is on materials in English, German or the Scandinavian languages from later years. For those who are not familiar at all with this area, an asterisk (*) has been used to mark publications valuable for introduction and review of the topic of peace education. (RJC)

ED 386 404 SO 025 150

Fujita, Hideo
Adult Education for Peace: Japanese Experiences. Peace Education Miniprints No. 74.
PUB DATE- Mar 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Learning; Course Content;

DOCUMENT RESUME

ED 386 424 SP 036 173

Burke, Clarrie
Synchromeshing (Teacher) Education and the Economy in Australia: Panacean or Problematic.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Factors; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Political Power; *Politics of Education; Position Papers; Public Education; Public Policy; School Business Relationship; *Teacher Education; *Teacher Educators; Teacher Role
IDENTIFIERS- *Australia; Industry Role

The position adopted in this paper is developed in the context of literature relating to the politics and policies which are transforming Australian school and teacher education. The public education system in Australia has undergone rapid change and restructuring with the goal of national reconstruction and international competitiveness through education. The restructuring has resulted in increased debate on the purposes and priorities of education and brought into question the role teacher education should play in shaping the policy, practice, and outcomes of educational institutions. Economic and management policies have emphasized the efficiencies to be gained, socially and economically, by "synchromeshing" schools with the labor market, emphasizing training in the vocational skills and knowledge sought by industry, and cost-efficiency and accountability in the ethos, practices, and outcomes of educational institutions. The professional literature suggests that in orchestrating the debate on public education, for all intents and purposes, the Federal Government has marginalized teacher educators. The first section of the paper examines the politico-economic context of education policy in Australia. The second section presents a critical analysis of the so-called "neutral" outlook in teaching in the present climate. Finally, the third section considers the active part that teacher educators should play in their own empowerment. The paper concludes that the challenge for teacher educators is to understand the increasing need to become political actors, in terms of influencing the agenda and discourse in education, while at the same time, due recognition must be given to the reality of the present national politico-economic situation within in a global context. (Contains 67 references.) (ND)

ED 386 425 SP 036 174

Lemke, J. L.
Emergent Agendas in Collaborative Activity.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

DOCUMENT RESUME

ED 386 441 SP 036 191

Nelson, Patricia; Holdren, Peggy A.
Promoting Democracy and Inclusion through Outcome-Based Teacher Education.
PUB DATE- Feb 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Curriculum Design; *Democratic Values; Educational Change; Educational Innovation; Elementary Secondary Education; Higher Education; Inclusive Schools; Models; Multicultural Education; *Outcome Based Education; *Partnerships in Education; Preservice Teacher Education; Program Implementation; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Diversity (Student); *Susquehanna University PA

Susquehanna University (Pennsylvania) has worked to reorganize its teacher education program to raise the level of understanding of issues associated with diversity and inclusion through outcome-based education. The curriculum has been restructured according to an outcome-based model; a team model has been instituted for placement of student teachers; and a methods course practicum has been established at the elementary level. The new model includes the development of program learning outcomes and the development of a professional year sequence at a clinical teaching site (practicum) in collaboration with a public elementary school or schools. The process was begun with collaborative strategic planning by student teachers, administrators, faculty, and state department of education representatives and liberal arts faculty in conjunction with teacher teams from the local elementary schools. Seventeen program outcomes were identified in three broad areas: knowledge, teaching behavior and skills, attitudes and dispositions. Program outcomes were evaluated through completion of a student portfolio. Other program elements included field placements in classrooms in partner schools that model inclusionary practices, enrichment programs, and multicultural and inclusionary practice field research internships. (Contains 10 references.) (JB)

ED 386 442 SP 036 193

Huth, Les
Waterloo Schools and Wartburg College: A Cooperative Venture To Increase the Minority Teaching Candidates in Waterloo, Iowa.
PUB DATE- Feb 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cultural Pluralism; Elementary Secondary Education; Field Experience Programs; Higher Education; *Minority Group Teachers; *Partnerships in Education; Preservice Teacher Education; Program Descriptions;

DOCUMENT RESUME

ED 386 458 SP 036 220

Huinker, DeAnn; Madison, Sandra K.
The Struggles of Kay and Aaron: Mathematics Minors in a Constructivist Paradigm of Elementary Mathematics Instruction.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Constructivism (Learning); Elementary Education; Elementary School Mathematics; Higher Education; Individual Development; *Mathematics Education; Mathematics Instruction; Methods Courses; Models; Nontraditional Students; Practicums; Preservice Teacher Education; Self Efficacy; *Teacher Attitudes
IDENTIFIERS- *Preservice Teachers; *Teacher Development

This study investigated the struggles of two preservice elementary teachers in a mathematics methods course. Kay and Aaron elected mathematics as their content minor and indicated they had always been "good" in mathematics. In the methods course, they were challenged to rethink the nature of mathematics learning in a constructivist paradigm. Their development in learning to teach mathematics was compared to a model of teachers' developing pedagogical conceptions originally proposed by Ambon and Hutcheson and other researchers associated with the Developmental Teacher Education program at the University of California (Berkeley). Data sources included interviews, observations, artifacts, and assessments of mathematics teaching efficacy. Aaron and Kay entered the course with conceptions of learning mathematics as memorization of facts and procedures. Aaron continued to struggle with his belief regarding the nature of mathematics learning as "practice." Kay progressed in her desire to understand, explain reasons, and use manipulative materials. The development of these preservice teachers supported the Ambon and Hutcheson model and provided a useful framework for understanding the developing conceptions of mathematics teaching and learning for these prospective teachers. (Contains 18 references.) (Author/JB)

ED 386 459 TM 023 263

Zahs, Daniel; And Others
High School and Beyond Fourth Follow-Up Methodology Report. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Records; Computer Oriented Programs; Data Analysis; *Data Collection; *Educational Attainment; *Followup Studies; Higher Education; High Schools; *High School Students; Longitudinal Studies; National Surveys; *Research Methodology; Telephone Surveys
IDENTIFIERS- *High School and Beyond (NCES)

This report describes and evaluates the methods, procedures,

DOCUMENT RESUME

ED 386 479 TM 024 033

Grandy, Jerilee
Construct Validity Study of the NTE Core Battery Using Confirmatory Factor Analysis.
PUB DATE- Jan 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Construct Validity; Evaluation Methods; *Factor Structure; Higher Education; Models; Racial Differences; Sex Differences; *Teacher Certification; *Test Use
IDENTIFIERS- Confirmatory Factor Analysis; *NTE Core Battery

This study investigated the construct validity and population generalizability of the NTE Core Battery using two different data bases and several analytical designs. Part I of the study used data from the November 1982 administration of the Core Battery at the subscore level for 5,183 examinees. Part II used data from the October 1985 administration of a revised version of the battery at the item level for 13,059 examinees. Both parts of the study used confirmatory factor analysis to model the structure of the test scores in relation to the knowledge and ability (constructs) they purport to measure. In Part I a nine-factor model, one for each subtest, was tested, but factors correlated too highly to be different constructs. The simplest model found to fit the data was a three-factor model of general academic skills, mathematics, and essay factors. This model fit the data well and almost equally well for white males and females and black females. The black male population was small, and results were somewhat unstable. Additional exploration of models in Part II resulted in the conclusion that the Core Battery measures general academic skills, mathematics, and essay writing. Eighteen tables present analysis findings. Three appendixes present information on correlations and six additional tables. (SLD)

ED 386 480 TM 024 034

Martinez, Michael E.; Katz, Irvin R.
Cognitive Processing Requirements of Constructed Figural Response and Multiple-Choice Items in Architecture Assessment.
SPONS. AGENCY- National Council of Architectural Registration Boards.
PUB DATE- Jan 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Architecture; *Cognitive Processes; Constructed Response; *Construct Validity; Difficulty Level; *Educational Assessment; *Multiple Choice Tests; Psychometrics; Test Format; *Test Items; Test Use; Visual Stimuli
IDENTIFIERS- *Figural Response Items

Contrasts between constructed response items and stem-equivalent multiple-choice counterparts typically have involved averaging item characteristics, and this aggregation has masked differences in statistical properties at the item level. Moreover, even aggregated format differences have not been explained in terms of differential cognitive processing demands of the items. In this paper, item-level differences between figural response items and their multiple-choice counterparts in architecture are examined. The figural response item format

DOCUMENT RESUME

ED 386 500 TM 024 076

Bol, Linda; And Others
Explaining the Relationship between Students' Study Activities,
Achievement, and Course Characteristics Using a Multi-Level
Model.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Biology; *Course Content;
Feedback; High Schools; *High School Students; Homework;
Models; *Student Characteristics; *Study Habits; Time Factors
(Learning)
IDENTIFIERS- *Multilevel Analysis

This paper uses a multi-level model to identify course variables that affect the relationship between study activities and achievement. Data on course characteristics were collected from 12 high school biology classes, and study activity and achievement measures were collected from 136 students enrolled in these classes. The results indicate that more extensive feedback on quizzes was associated with increases in the relationship between effort management study activities and achievement. However, feedback on homework was linked to decreases in the effectiveness of both effort management and autonomous management study strategies. The provision of extra time for student questions during teacher-led reviews increased the effectiveness of autonomous management strategies. Finally, increases in the number of content categories on the teachers' test led to a decrease in the relationship between memory augmentation strategies and achievement. The findings suggest that a multi-level analysis provides a more comprehensive and appropriate explanation of the hierarchical relationship between course characteristics, study activities, and achievement. (Contains 9 figures and 23 references.) (Author)

ED 386 501 TM 024 101

SPEEDE/ExPRESS: An Electronic System for Exchanging Student
Records. Videotape.
PUB DATE- 95
NOTE- Running time 12.5 minutes. For printed guide to this
system, see ED 360 716.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Records; Data Analysis; Data Collection;
Educational Administration; *Electronic Mail; Elementary
Secondary Education; Higher Education; *Information
Dissemination; *Records Management; *Videotape Recordings
IDENTIFIERS- *SPEEDE ExPRESS Electronic Transcript System

This videocassette introduces SPEEDE/ExPRESS, a system for the electronic transfer of student records. The electronic transfer of student transcripts and other records has numerous benefits for students, in terms of timely transfer, and for administrators who will find it easier and quicker to transfer records rapidly through electronic means, whether electronic mail or by disc or magnetic tape. SPEEDE/ExPRESS provides a standardized format and codes for describing data and a

public schools, was at that time beginning his work as Assistant Secretary for Elementary and Secondary Education. Seminar participants were senior Congressional and Executive Branch staff responsible for a variety of programs for children and families. Payzant's comments on the New Beginnings project in the San Diego schools outlined lessons learned about collaboration in school reform, and he discussed the implications of these lessons for federal policies. The New Beginnings Project was designed to improve services for children and families through one-stop services centers in the schools. The New Beginnings test site has operated since 1991, and it appears to be succeeding. New Beginnings considers it essential that collaborative efforts should be school-linked, but not necessarily school-governed. A number of barriers to success have been recognized, but they are being overcome through clear communication. Implications for federal programs are discussed. An appendix lists seminar participants. (SLD)

ED 386 520 UD 030 587

Clark, Terry A.; Canner, Jane
Expecting the Best from Students in Urban Middle Schools. A Report on the Edna McConnell Clark Foundation's Middle Grades Initiative.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Critical Thinking; Disadvantaged Youth; *Educational Change; Elementary School Students; *Expectation; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Program Development; Program Implementation; School Restructuring; Self Esteem; Student Attitudes; *Thinking Skills; *Urban Schools; Urban Youth
IDENTIFIERS- *Edna McConnell Clark Foundation; Middle School Students

The Edna McConnell Clark Foundation developed and sponsored the Middle Grades Initiative (MGI), which began in 1989, in five urban school systems: (1) Baltimore (Maryland); (2) Louisville (Kentucky); (3) Milwaukee (Wisconsin); (4) Oakland (California); and (5) San Diego (California). The purpose of MGI was to change the ways schools educate young, disadvantaged adolescents with objectives designed around high content standards, high support, and high expectations. Between leaving grade 5 and entering grade 10, students are expected to complete the middle grades curriculum on time, to exhibit mastery of higher order thinking and comprehension skills, to exhibit improved self-esteem and attitudes, and to understand how curricula can affect education options. This report presents the findings of the Education Resources Group (ERG) on how the MGI has been implemented in the 12 schools targeted in the 5 cities. ERG has found that as teachers raised their expectations for students, they increasingly focused on higher order and critical thinking activities and on the inclusion of all students in high content instruction. Eight tables provide information on student achievement, and five appendixes present information about the study schools, study staff and methodology, and a list of resources in middle-level education. (Contains seven references.) (SLD)

ED 386 521 UD 030 588

Implementation; School Policy; *Staff Development; Technical Assistance
IDENTIFIERS- Commonwealth of Nations; Commonwealth Secretariat Reports

This publication reviews staff development in higher education as a key to reversing the deterioration of universities in developing nations and to fostering self-reliance and attaining institutional ideals. Part 1 describes the crisis in higher education in developing nations and considers expansion, supply of academic faculty, localization of staff, staff retention, new universities and disciplines, postgraduate studies, and women in higher education. Part 2 looks at staff development including challenges in academic development, professional and career development, instructional development, management skills, changing technology, and organizational environment and support. Key issues are faculty shortages and poor instruction for students. Part 3 describes policy directions for staff development. Part 4 reviews the structure and organization of staff development activities which include national and regional arrangements, networks, funding, and monitoring. Part 5 describes what staff development providers who responded to a survey have done to meet challenges in their field. Part 6 reviews international aid in staff development and covers north south relations, international assistance programs, and the impact of donor assistance. Part 7 draws together principal findings and outlines directions in staff development taking into consideration the needs specific to developing nations. In particular the chapter discusses key factors, the nature and scope of staff development, policy focuses, policy development and institutionalization of staff development, program structure and organization, funding, delivery mechanisms, and donor assistance. (Contains 69 references.) (JB)

ED 386 134 HE 028 542

Women Managers in Higher Education: Summary Report of the ACU-CHESS Steering Committee Meeting (London, England, United Kingdom, May 25-27, 1993).
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Administration; Females; Foreign Countries; Higher Education; Management Development; Organizational Development; Program Development; *Women Administrators
IDENTIFIERS- Caribbean; Commonwealth of Nations; Commonwealth Secretariat Reports; Glass Ceiling; Pakistan

This publication describes a meeting of the Association of Commonwealth Universities (ACU) and the Commonwealth Higher Education Support Scheme (CHESS) to design an agenda to facilitate the advancement of women administrators in Commonwealth universities, to further use of their skills in contributing to university development, and to increasing the number of women in senior management. The meeting description includes sections on the establishment and background issues for ACU and CHESS, description of the program's purpose, guidelines, targets, and recommended activities, review of funding sources, and discussion of ACU and CHESS's role. Appendixes list the Steering Committee members, present correspondence, and include five background papers: "ACU-CHESS Programme on Management Development for Senior Women Administrators: A Contribution to Discussion" (Jennifer Barnes); "Women Managers in Higher Education: Training content and delivery mechanisms of the program and with respect to its organization. It identifies several audiocassette and radio broadcast alternatives, together with three different models of teacher development and support. Class sizes vary considerably in South Africa, as do the costs of reaching urban and rural schools, so the study provides costs of the various strategies for a variety of class sizes and geographic locations. Many design choices vary in cost according to how much support is provided to teachers, so materials costs for classroom materials and for teacher development are estimated separately. Costs vary from around R3.50 (approximately US$1) to R30 (approximately US$8.50) per pupil per year for materials acquisition and airtime costs. The cost of teacher development and support varies from R140 (US$40) per year to R640 (US$180) per teacher for the first, more intensive year, and from R83 (US$25) to R214 (US$60) per teacher in subsequent years for continuing teacher support and development. The utility of the study for other countries is not that it demonstrates that EIA costs a certain amount per pupil in South Africa, but that it demonstrates the cost elements that should be considered when looking at the use of multichannel approaches to learning, and how an economist deals with the economic and political uncertainty when predicting the costs of taking an innovation to scale. Five tables and three figures illustrate data. (MAS)

ED 386 153 IR 017 270

Leigh, Stuart
Changing Times in South Africa: Remodeling Interactive Learning. LearnTech Case Study Series, No. 8.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Jun 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Change; *Educational Radio; Foreign Countries; *Instructional Design; Language Arts; Mathematics; Models
IDENTIFIERS- *Interactive Radio; *South Africa; Two Way Radio

This case study looks at the way in which the fundamental principles and practices of a well-established model of interactive radio instruction (IRI) were examined in light of the way that South Africa now wishes to teach language and mathematics. At stake was IRI's capacity to reinvent itself and still find a useful role for radio in the context of a much greater role for the teacher and employing a problem-solving, pupil-centered learning methodology. This case study documents the process of changing an instructional design. It includes theoretical concerns; issues around the role of the pupil, the teacher, and media in a multichannel setting; new obligations, such as teacher training, as well as student learning; and the challenge to reevaluate many of the existing assumptions about the role of radio in the classroom. The sections include: "Good Reasons for Second Thoughts"; "Rethinking the Role of the Teacher"; "Designing the New Approach"; "Learning Outcomes and Acceptance"; "Original" and "New" Models: What's the Difference?"; "How Well Do the New Models Work?"; and "Reflection on this Model of Change." (Contains 21 references.) (MAS)

ED 386 154 IR 017 275

to organizational change; resistance to outside intervention; time management problems; lack of support from the administration; teachers' perceptions; or personal and psychological factors. Ronald Havelock (1973) has recognized that innovations, regardless of degree, run the risk of being resisted or rejected in the school environment. He suggests that change agents become aware of the six phases that teachers must go through prior to acceptance: awareness, interest, evaluation, trial, adoption, and integration. In response to problems that may arise in this linear model for the implementation of change, the six steps can be broken down into three phases: involvement, investment, and incorporation, all of which are explored in detail. These phases support a process whereby attention can be paid concurrently to one or more steps instead of one large cycle of single linear steps. It is important to understand what is going on in each of these steps, not only in terms of what they suggest, but also in terms of what is being observed in the school system today. It is concluded that perhaps it is time to restructure the entire learning process and try to solve today's educational problems by changing the teacher's role, accepting a new philosophy towards pedagogy, adopting the tools available today, and making thoughtful decisions about the appropriate use of technology in the classroom. Two figures illustrate the models of integration of change. (Contains 15 references.) (MAS)

ED 386 172   IR 055 560

Rainbow Earth.
PUB DATE- 92
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; Braille; *Childrens Literature; Elementary Education; *Environmental Education; Group Activities; Handicrafts; Learning Activities; *Library Services; Preschool Education; Public Libraries; *Reading Programs; *Summer Programs; Talking Books
IDENTIFIERS- Arizona

The environment is a great concern in the 1990s, and everyone needs to work at maintaining our planet. The 1992 Arizona State Library Reading Program, "Rainbow Earth," provides children with many techniques they can use to help the Earth. This reading program guide provides information on the following: goals, objectives, and evaluation; getting started; common summer program structures; planning timeline; publicity and promotion; braille and talking books; awards and incentives; and parents/family involvement. Examples are given of reading ideas and activities, displays and decorations, program ideas, and crafts. Bibliographies of books, films and video, and talking or Braille books are provided, divided into learning level (preschool, K-3, grades 4-6) and subject category. Resource books, material, and people are listed. An appendix includes an evaluation form for the 1992 Arizona Reading Program, games and puzzles, and clip art. (MAS)

ED 386 173   IR 055 567

Evans, Margaret Kinnell
New Media, New Opportunities? The Developing Role of the School

public libraries; number of Texas public libraries; how Texas compares per capita; percentage of expenditures; percentage of income by source; operating income per capita; income and percent of population served by type of establishment; direct expenditures per capita; collection expenditures per capita; circulation per capita; reference transactions per capita; and rank order of Texas public libraries by population served. Results show that Texas public libraries continued a slow improvement during 1993. Total operating expenditures increased 5.7% from 1992 to 1993, compared to only 2.4% between 1991 and 1992. Spending on salaries increased 4.7% and 113 more employees were added during 1993, 34 (30%) of them ALA-MLS (American Library Association-Masters in Library Science) librarians. Use of library services increased as well. But there is still much work to be done. Well over one million Texans continue to be without any public library service. Texas lags behind the nation in expenditures for libraries and in library usage. Compared to the $18.73 per capita spent on public libraries, Texas spends only $10.96, or 58% of the national average. Circulation and visits per capita also trail national averages and only in reference transactions is Texas consistent with performance in other states. (MAS)

ED 386 194   IR 055 608

Texas Public Library Statistics for 1993.
PUB DATE- 94
NOTE- 292p.; Continues "Texas Public Library Statistics." Volumes for 1993- no longer contain directory information and some summary statistics. For summary of the report, see IR 055 607; for 1991 statistics, see ED 356 801.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Library Circulation; Library Expenditures; Library Facilities; Library Funding; *Library Networks; Library Personnel; Library Services; *Library Statistics; *Public Libraries; Tables (Data); Users (Information)
IDENTIFIERS- *Texas; Texas State Library

The data published in this volume were taken from the 1993 Annual Reports submitted by public libraries in Texas. This volume contains only local library statistics, county statistics, and summary data for the state and for the 10 library systems. Directory information and summary statistics formerly published in the statbook are contained in separate publications. Section 1, "Summary Statistics," include statewide public library statistics, summary characteristics of Texas library systems, and public library statistics by system. Section 2, "Statistics by Library," provides data on expenditures, income by source, library collection, local library services, staffing, and facilities for the 500 public libraries in Texas. Section 3, "Statistics by County," presents the following data for the 200 counties in Texas: population, 1990 census; population served in fiscal year 1995; maximum property tax for library; library income from county and all other sources; cities with libraries; and Texas Library System membership status (1995). An appendix provides the 1993 Annual Report Form and Instructions. (MAS)

ED 386 195   IR 055 610

Boon, Belinda

These conference proceedings address the key issues relating to the National Information Infrastructure, including social policy, cultural issues, government policy, and technological applications. The goal is to provide the knowledge and resources needed to conceptualize and think clearly about this topic. Proceedings include: "Opening Remarks" (David Bender); "Introductory Remarks" (Toni Carbo Bearman); "The Information Professional Meets the World of Information" (Kaye Gapen); "Access to the National Information Infrastructure" (Gregory C. Simon); "Promoting Seamless Interactive User Driven Data Streams" (Hope N. Tillman); "The Role/Function of the Information Professional and the Information Center in the National Information Infrastructure" (James M. Matarazzo); "Setting the Course: The Role of Government in Establishing the National Information Infrastructure" (Laura Breeden); "The Role of Government: Laissez Faire or Active Partner" (Charla M. Rath); "Legislative Review and Analysis" (Sandy Morton-Schwalb); "Intellectual Property Rights" (Bruce A. Lehman); "The Information World and the World of Information" (Delano Lewis); "Defining the Critical Technologies" (Carol Ginsburg); "Technological Innovations and the Information Infrastructure: State-the-Art" (Andrew Cohill); "Promoting Private Sector Investment" (Joseph J. Fitzsimmons); and "Concluding Remarks" (Toni Carbo Bearman). (MAS)

ED 386 214 IR 055 654

Diodato, Virgil
Dictionary of Bibliometrics.
PUB DATE- 94
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Bibliometrics; Citations (References); *Definitions; *Dictionaries; Indexes; Information Services; *Information Sources; Mathematical Vocabulary; Symbols (Mathematics); *Vocabulary

This dictionary explains 225 terms used in bibliometrics, and it provides nontechnical definitions of bibliometric concepts and suggests sources where more information can be found about the defined term. Special features include sample references, cross references, variants (synonyms), and an index of names. The introduction relates the terms of bibliometrics, informetrics, and scientometrics; describes the areas of scholarly communication and evaluation of information services; and explains mathematical terminology and symbols. (AEF)

ED 386 215 IR 055 655

Keller, Dean H., Ed.
Academic Libraries in Greece: The Present Situation and Future Prospects.
PUB DATE- 93
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; *Interlibrary Loans; Librarians; *Library Automation; *Library Collection Development; *Library Development; Library Research; Library Surveys; *Library Technical Processes; National Libraries; Users (Information)
IDENTIFIERS- *Greece

DESCRIPTORS- Accountability; Classroom Research; Community Colleges; *Educational Assessment; *Educational Change; Faculty Development; *Teacher Improvement; *Teacher Role; Two Year Colleges; Universities

Four of the most important issues currently facing higher education are the need to make students the central focus, to restore public trust and demonstrate accountability, to manage limited resources more efficiently and effectively, and to utilize the power of technology. The driving forces behind these directions are public disaffection, financial constraints, the power and promise of new technology, and a growing enthusiasm for change, especially among faculty of community colleges. One example of this enthusiasm for improving the profession of teaching is a 1990 Carnegie Foundation report calling for the recognition of the distinct scholarships of discovery, integration, application, and teaching. In addition, the concept and practices of Classroom Assessment and Classroom Research developed at the University of California, Berkeley attempt to involve college teachers in these multiple scholarships. The project has put together 50 Classroom Assessment Techniques (CATs) to give teachers immediate feedback on how well students are learning. One simple assessment technique is the "Minute Paper," where before the end of the class period students write about the most important thing they learned and their main unanswered question. Faculty involvement in Classroom Assessment helps complement and strengthen the renewed emphasis on excellence in teaching, helps faculty understand the relevance of institutional assessment to their own work, and can help prepare faculty for a leadership role in the restructuring of teaching and learning. (Contains 12 references.) (KP)

ED 386 233 JC 950 423

Gildart, Kevin; Healy, Bridget
Skills for the 21st Century: A Report for the Maine Technical College System.
PUB DATE- Jun 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Planning; Community Colleges; *Interpersonal Competence; *Job Skills; *Minimum Competencies; Planning Commissions; Role of Education; *Statewide Planning; *Technical Education; Thinking Skills; Two Year Colleges
IDENTIFIERS- Maine; *Maine Technical College System

The Skills Commission for the 21st Century was established by the Maine Technical College System Board of Trustees to determine the critical complementary skills necessary for success in the workplace of the 1990s. This report presents the Commission's findings based on input from employers and other key groups in the state. Following introductory materials describing the Commission's charge and providing a list of members, part 1 details basic skills providing a foundation for all other skills, including academic and communication skills related to reading, writing, mathematics and computation, listening, and speaking; thinking skills related to reasoning, problem solving, decision making, and creative thinking; and personal qualities related to responsibility, self-esteem, sociability,

Aid; *Statewide Planning; Two Year Colleges; Universities
IDENTIFIERS- *Ohio Board of Regents

In an effort to improve the effectiveness of the state's two-year colleges and universities, the Ohio Board of Regents has proposed the establishment of a three-part funding system. The first element would be a foundation of state support based on campus enrollments and costs to provide basic budgetary stability. The second element would link a significant part of new state support to improved campus performance to ensure greater accountability for each school's achievement of its individual mission. The final element would provide incentives for change through new funding for innovation and technology. The first step in implementing this plan is to ensure that each campus has an agreed-upon functional mission statement, while the next step is to link performance to subsidy funding. If the funding pool is set at 2.5% of the instructional subsidy appropriation, then each campus would be eligible to receive additional performance-related funding equal to as much as 5% of its instructional subsidy. For example, if a university campus has 3 goals, and at the end of 2 years performance indicators show substantial progress in achieving 2 of the goals, the campus might be permitted to earn 67% of the total pool of performance funds available. The Regents' plan does not seek a restoration of funding simply to support past levels of spending, but explicitly ties funding to performance and innovation to achieve the concept of the high performance campus. (KP)

ED 386 250 JC 950 442

Mattice, Nancy
Report on Enrollment, 1990-1993.
PUB DATE- 14 Dec 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Trends; *Enrollment; Enrollment Rate; *Enrollment Trends; Females; *Full Time Students; *Institutional Characteristics; Males; *School Demography; *School Statistics; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- College of the Canyons CA

Based on data from the Management information System of the California Community Colleges' (CCC's) Chancellor's Office, this report describes student enrollment and characteristics at College of the Canyons (COC) for fall 1990-93. The report provides seven tables covering fall enrollment and fall enrollment by course load; ethnicity; gender; age; status (i.e., first-time, transfer, returning, continuing, etc.); and educational level. For each table, data for the college, a mean for a comparative group (CG) of six state community colleges, and statewide data for the CCC are provided. Highlights of the report include the following: (1) while statewide community college enrollment declined by nearly 9%, enrollment at COC declined by less than 1% in the same period; (2) whereas CCC full-time enrollments declined by about 4%, COC full-time enrollments increased by 6% and CG enrollments declined by 28%; (3) the number of non-White students at COC increased by 32%, compared to an increase of 7% in the CCC and 16% in the CG; (4) statewide enrollment decreased proportionately by gender (8% decrease for females and 9% decrease for males), but female enrollment at COC increased by 2%; (5) there was a 7% increase in traditionally-aged (18-24) students at COC although state

Language Acquisition; Models; Parent Child Relationship; Play; Preschool Education; Skill Development; *Social Development; Socialization
IDENTIFIERS- *Conversation; *Ecological Communication Model

Focusing on the preconversational child who has yet to develop a stable or generalized habit of spontaneous conversation, this book presents ECO (Ecological Communication Model), a new intervention model for social and communicative development of developmentally delayed children. The model is based on two perspectives: the literature on the development of parent-child interaction in the first few years after birth and a series of clinical research projects that have investigated parent-child interaction within intervention programs. The unifying concept of the ECO model is partnership, defined as a generalized habit of balanced, reciprocal interactions maintained by a sensitively matched and responsive adult who is frequently child-directed and who fosters emotional attachment. The first part of the book presents the fundamental concepts of the ECO model, discussing the principles of communication development, and examines the five competencies on which the model builds: Social Play, Reciprocal Interactions, Preverbal Communication, Language, and Pragmatics of Conversation. The second part of the book provides developmental guidelines on how adult and child can become partners in play, turntaking, communication, language, and conversation. The third part presents the clinical studies on which development of the ECO model was based, and discusses future challenges and dilemmas, particularly the legal aspects, to socializing preconversational children. Contains 250 references. (AA)

ED 386 268 PS 023 071

Sadker, Myra; Sadker, David
Failing at Fairness: How America's Schools Cheat Girls.
PUB DATE- 94
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cognitive Style; Educational Environment; Educational Improvement; Elementary Secondary Education; *Equal Education; Females; Longitudinal Studies; Nondiscriminatory Education; *School Attitudes; Sex Bias; Sex Discrimination; *Sex Fairness; Student Attitudes; Student Characteristics; *Student Needs; *Student School Relationship; Teacher Attitudes; *Womens Education
IDENTIFIERS- Anti Bias Practices

Drawing on findings from 20 years of research on sexism in American classrooms, this book examines the history of women's education and its shortcomings. The hidden curriculum, the effect of gender bias on self-esteem, test results, and professional orientation of girls from primary education through college were examined through naturalistic observation. The results suggest that girls are systematically denied opportunities in areas where boys are encouraged to excel, often by well-meaning teachers who are unaware that they are transmitting sexist values. Girls are taught to speak quietly, to defer to boys, to avoid math and science, and to value neatness over innovation, appearance over intelligence. In the early grades, girls, brimming with intelligence and potential, routinely outperform boys on achievement tests, but by the time they graduate from high school they lag far behind boys--a process of degeneration that continues into adulthood. The

Different approaches for expanding quality early childhood education in the United States are investigated in this report. After a summary and an introduction, section 2 discusses the values and benefits associated with early childhood education programs. Section 3 provides a description of the workings of a public school-based system for 3- and 4-year-olds. Case studies of Braxton County, West Virginia, Independence, Missouri, and France, are presented in sections 4, 5, and 6, and offer interesting insights into the workings of a public school-based model. Section 7 shifts the discussion to a preschool program based on publicly funded vouchers provided to poor and other lower-income families that could be used in approved, private preschool settings. A brief case study of how one state, Texas, runs this type of program follows in section 8. Section 9 provides estimates of what it would cost to operate each of the models developed in this report. Section 10 offers some guidance as to how these programs could be financed. Finally, sections 11 and 12 offer an analysis and concluding remarks about the merits and tradeoffs associated with each of the options. Contains 41 references. (AA)

ED 386 288 PS 023 468

Neiner, Christine M.; And Others
Medina County Kindergarten Home Activities. Revised Edition.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Awards; Cooperation; Early Childhood Education; Family Environment; *Family Involvement; Family School Relationship; *Home Programs; Kindergarten; *Learning Activities; Parent Materials; Parent Participation; *Parents as Teachers; Play; Young Children
IDENTIFIERS- Home Curriculum; Medina County Schools OH

Noting that parents are children's most important teachers, this guide provides parents and children with weekly activities for all parts of the year that are intended to enhance children's eagerness to learn. The suggested activities, carefully chosen by Medina County, Ohio, kindergarten teachers, were designed to reinforce skills introduced in the classroom and to further develop the foundation for competency based education testing and evaluation. The guide presents four kinds of activities, with directions, per week each month, from September through August. Award forms for each month's home activities are provided. The guide also offers helpful hints and guidelines, an index of skills, and a list of recommended books appropriate for kindergartners in the areas of science, math, social studies, language arts, and poetry. Lists of recommended series books and books for parents, are also included. (AP)

ED 386 289 PS 023 482

Mellor, Elizabeth J.
Stepping Stones: The Development of Early Childhood Services in Australia.
PUB DATE- 90
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Healthy Mothers, Healthy Babies (HMHB) Coalition on maternal and child health issues affecting communities of color. Participants highlighted their communities' problems related to infant and child health, identified critical issues that need to be addressed from each community's perspective, proposed broad-based strategies to address the problems, and made recommendations. Individual sections address the needs and concerns of the African-American, Asian and Pacific Islander, Hispanic/Latino, and Native American communities. The report recommends that: (1) the health care system must recognize and respect cultural diversity by including diverse community representatives at national, state and local levels; (2) methods of data collection and analysis need to be revised to accurately assess the health problems of communities of color; (3) the health care system must shift its medical focus away from the disease model to promotion of health and wellness models; (4) more resources must be made available to continue and expand the roundtable process; (5) communities of color need national representation by organizations willing to advocate on their behalf; and (6) organizations of color need to be supported by mainstream national organizations. Two appendices provide a directory of model maternal and child health programs and a list of HMHB staff and organizational members. (MDM)

ED 386 306   PS 023 537

Richart, David W.
Hand-in-Hand: A Preliminary Survey of Community Partnerships for Children and Families.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Children; *Citizen Participation; *Community Coordination; Community Involvement; Cooperative Programs; Corporate Support; Corporations; Economically Disadvantaged; Elementary Education; *Family Environment; Family Programs; Family Role; Low Income; *Partnerships in Education; Philanthropic Foundations; *Poverty; School Business Relationship; School Community Relationship; Social Action; Social Services
IDENTIFIERS- Family Support; Kentucky Youth Advocates; United Way

In response to disturbing trends in child poverty levels, leaders in business and philanthropy collaborated to address the problems faced by children and families, concluding that to improve the education of children, the larger family issues of poverty, health care, and social services must be addressed. As part of this effort, across the United States, diverse groups of people began to form partnerships in order to develop new ways to address the problems of children and families. "Hand-in-Hand" is one of the first national efforts to study these community partnerships. In early 1994, with funding from the Metro United Way (MUW) of the greater Louisville, Kentucky area, and the Annie E. Casey Foundation, this study was undertaken by Kentucky Youth Advocates (KYA), a multi-issue, multi-strategic child advocacy group. Basic information about 13 private-sector (rather than government) partnerships was gathered through interviews, and questions were raised and answered concerning their success. Two categories of results were analyzed: organizational or internal outcomes, and programmatic or family-focused outcomes. The study focused on for SFSPs compared to National School Lunch Program participation in 1994, the growth in ADA from July 1993 to July 1994 for SFSPs, and the growth in the number of summer food sites from July 1993 to July 1994. The report also profiles four summer food service programs: (1) the Colleton County, South Carolina, SFSP; (2) the Hoquiam, Washington, Parks and Recreation SFSP; (3) the St. Thomas Child and Family Center SFSP in Great Falls, Montana; and (4) West Virginia's Energy Express SFSP. Data on reimbursement rates and eligibility guidelines is also included. (MDM)

ED 386 325 PS 023 582

Prillaman, A. Renee, Ed.; And Others
The Tapestry of Caring: Education as Nurturance.
PUB DATE- 94
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *Educational Attitudes; Elementary School Teachers; Elementary Secondary Education; Higher Education; Principals; Secondary School Teachers; Sex Differences; Student Teachers; Teacher Education; Teacher Educators; *Teacher Role; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Nurturance

This collection of eight essays focus on the role of caring and nurturance in elementary, secondary, and higher education. They include: (1) "From Caretaker to Caregiving: Divergent Perspectives Upon Teachers of the Handicapped" (Doris M. Kendrick); (2) "Conceptions of Caring in a Fourth-Grade Classroom" (Dwight L. Rogers); (3) "Contradictions and Conflicts in Caring" (Susan T. Danin); (4) "The Principal as Caregiver" (Michael Courtney and George W. Noblit); (5) "Context, Relationships, and Shared Experiences: The Construction of Teachers' Knowledge" (Van Dempsey); (6) "Wanting to Care and Hoping to Control: The Exploration of Student Teachers' Relationships with Students" (James McLaughlin); (7) "Researcher Relationships and Responsibilities: Consider with Care" (Jaci Webb); and (8) "Transformational Caring: Women's Voices Within Academe" (Deborah J. Eaker). An introduction and conclusion are included. Each chapter contains a reference list. (MDM)

ED 386 326 PS 023 586

Piehota, Lisa D.
Empowering Elementary School Teachers through Awareness and Training.
PUB DATE- 95
NOTE- 47p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; Conflict Resolution; Elementary Education; *Elementary School Teachers; Group Dynamics; *Leadership Training; *Self Actualization; Teacher Administrator Relationship; Teacher Attitudes; Teacher Workshops; *Teamwork
IDENTIFIERS- *Teacher Empowerment

This practicum was designed to increase the level of teacher

IDENTIFIERS- Canada; Europe; *Local Control; Marginality; Spain; United States

This book compiles 21 action research articles from 12 countries that describe community-based initiatives in adult literacy education in peripheral rural areas. These initiatives represent dynamic experiments in cultural action that explicitly link individual basic education and a collective change in the conditions of local life. The reports focus on the collective aspects of literacy, reject central authorized assessments of language skills, and proceed from a cultural understanding of literacy that situates the written word within the social problematic of communication rather than within the context of instructional theories. Articles from Spain, Portugal, Italy, Greece, Hungary, Romania, the Czech Republic, Turkey, the United Kingdom, Canada, the United States, and Chile, include the following: (1) "Rural Spain" (Purificacion Marcos); (2) "Twelve Years of Sociocultural Action in the Las Villas Area" (Quintin Garcia Gonzalez); (3) "'Preescolar na Casa': Teaching Parents To Teach Children" (Ermitas Fernandez); (4) "A Cultural Empowerment Process in Rural Areas" (Joaquin Garcia Carrasco); (5) "New Cultural Development Options" (Hilario Hernandez Sanchez); (6) "From Literacy Activities to Entrepreneurship in Siete Pilas" (Antonio Chacon, Angel Polo); (7) "Literacy Education & Cultural Development in Reguengos de Monzaraz" (Maria Da Graca Abreu, Joaquina Maria Margalha); (8) "Answers to Education Problems in Rural Italy" (Paolo Federighi, Giovanni Parlavecchia); (9) "The Velvendos Women's Agricultural and Craft Co-operative" (Gella Vornava Skoura, Dimitris Vergidis, Georgia Sariyannidou, Sophia Avgitidou); (10) "'Turkish Faces & Landscapes': An Experiment in Creative Workshop Leadership" (Daniel Seret, Christine Mahy); (11) "Opening Up Learning: Responding to the Literacy Needs of the Rural Communities" (Sue Buss, Julia Clarke, Sue Craggs, Sue Grief, Mary Hamilton, Catherine Sauzier); (12) "A New History for the Hungarian Village of Gyulaj" (Ferenc Balipap); (13) "Functional Literacy in Romania: Between Myth & Reality" (Florentina Anghel); (14) "Television & Literacy Development in the Czech Republic" (Stanislav Hubik); (15) "Empowering People & Building Competent Communities" (Priscilla George); (16) "Literacy: A Critical Element in the Survival of Aboriginal Languages" (Lynn Fogwill); (17) "Challenges of Literacy & Development in Rural Quebec" (Hughes Dionne, Raynald Horth); (18) "Migrant & Seasonal Farmworkers: An Invisible Population" (Loida C. Velasquez); (19) "Appalachian Communities: Working To Survive" (Mary Beth Bingman, Connie White); (20) "Community in the Classroom: Literacy & Development in a Rural Industrialized Region" (Juliet Merrifield, Connie White, Mary Beth Bingman); and (21) "Popular Education for Peasant Communities in Chile" (Isabel Infante R., Eugenia Letelier G.). Introductory and concluding chapters by Jean-Paul Hautecoeur provide a theoretical framework for the reports. (SV)

ED 386 344 RC 020 236

Hautecoeur, Jean-Paul
Opening Reflections: Literacy in Rural Areas--Orientations for Action Research.
PUB DATE- 94
NOTE- 21p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Action Research; Adult Basic Education; *Change

that of the total native-born population during the 1980s and also declined relative to that of Mexican Americans. Data from the 1980 and 1990 censuses demonstrate that during the 1980s, the earnings and per capita income of Mexican immigrants declined, when adjusted for inflation, while their poverty and unemployment rates rose sharply. The deteriorating economic condition of Mexican immigrants in the 1980s occurred in spite of their increased labor force participation, comparatively stable family structure, and stationary age for the population. The key reason for the decline in economic status is related to the deteriorating labor market position of unskilled workers in America. Given the high proportion of Mexican immigrants with educational attainment of less than a high school diploma, the collapsing labor market for unskilled workers severely curtailed their economic opportunities. Worsening socioeconomic status was also shared by other immigrant groups whose population contained a large fraction of unskilled workers. Public policies intended to ease the adjustment of recent immigrants to the labor market should be supported. Programs to raise English literacy, adult literacy courses, and immigrant apprenticeship programs should be considered as critical. Contains 12 data tables. (SV)

ED 386 361 RC 020 256

Sheets, Rosa
Discipline: Chicano Students' Perceptions. Ethnic Integrity or Dysfunctional Behavior?
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Culture Conflict; *Discipline; High Risk Students; High Schools; High School Students; *Mexican Americans; Student Alienation; *Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- *Chicanos

This paper examines Chicano high school students' perceptions of disciplinary actions experienced or witnessed. Interviews and focus groups were conducted in an urban high school with the two Chicano students with the worst disciplinary records and the two with the best disciplinary records. Other data collection included classroom observations, examination of student records, and interviews with four teachers suggested by the four student subjects. Four themes emerged from the data: (1) students perceived school as a place centered on school staff's needs, resulting in feelings of alienation and disempowerment for students; (2) student and teacher perceptions of disciplinary incidents differed with regard to both the substance of the events and specific components of the misbehavior; (3) students perceived injustice in the application of rules due to different sets of values, attitudes, and beliefs held by students and teachers; and (4) knowledge of the disciplinary consequence did not influence student actions. Contains 50 references. (SV)

ED 386 362 RC 020 259

Moberly, Heather K., Comp.
Arts and Humanities Programs in Rural America. Rural Information Center Publication Series, No. 42. Revised Edition.
PUB DATE- May 95
NOTE- 57p.
LANGUAGE- English

Science and Engineering Degrees: 1966-93. Detailed Statistical Tables.
PUB DATE- 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Bachelors Degrees; *Degrees (Academic); *Doctoral Degrees; *Engineering; *Higher Education; *Masters Degrees; Professional Education; Science Education; *Sciences; Sex Differences

This report is based on data obtained from several Federal agencies that had acquired them as part of their general statistics programs. The data cover earned degrees conferred in the aggregate United States which comprises the 50 states, the District of Columbia, and the U.S. Territories and Outlying Areas. The focus of this publication is on degrees in science and engineering fields, and, where appropriate, the data have been reclassified according to National Science Foundation field categories. It should be noted that data on engineering technology degrees and degrees in the health/medical sciences are not included in the science and engineering totals here. The report includes 15 statistical charts and 63 statistical tables with classifications based on age, gender, field of study, and educational level. (JRH)

ED 386 382 SE 056 467

Scientists, Engineers, and Technicians in Manufacturing Industries, 1992. Detailed Statistical Tables.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Employment Statistics; *Engineers; Industry; *Paraprofessional Personnel; *Scientists; Surveys; Tables (Data)

This report presents estimates of the total number of positions filled by scientists, engineers, and technicians employed in manufacturing industries in 1992. The estimates were developed from the Occupational Employment Statistics (OES) Survey, a Federal/State program under which national and state estimates are generated, of employment by industry for nonfarm wage and salary workers. Tables listed include: (1) Scientific, engineering, and technical (SET) personnel and SET managers in manufacturing industries; (2) Scientists in manufacturing industries; (3) Engineers in manufacturing industries; (4) Technicians in manufacturing industries; (5) Scientists, engineers, and technicians in manufacturing industries as a percentage of total industry employment, and the relative error; (6) R&D scientific, engineering, and technical (SET) personnel and SET managers in manufacturing industries; (7) R&D scientists in manufacturing industries; (8) R&D engineers in manufacturing industries; (9) R&D technicians in manufacturing industries; and (10) R&D scientists, engineers, and technicians in manufacturing industries as a percentage of total industry employment, and the relative error. (JRH)

ED 386 383 SE 056 470

How To Write Good Science Books for Children & Youths. Asian Cultural Center Training Course on Book Production in Asia and the Pacific (25th, Tokyo, Japan, October 30-November 16, 1992).
PUB DATE- 93

Curriculum; Curriculum Design; Educational Methods; Foreign Countries; Methods; Nonschool Educational Programs; *Peace; Role of Education
IDENTIFIERS- *Japan; *Peace Education

To this point peace education has been carried out and discussed more in elementary and high schools than in adult education. This paper stresses the need for adult education for peace and discusses the organization, content, and methods of such education, with special attention to experiences in Japan. Methods of adult education for peace in Japan include: testimonials of war experience; exhibitions for peace; movie meetings; lectures; study through survey; and a peace tour. Contains four references. (RJC)

ED 386 405 SO 025 151

Bjerstedt, Ake
Peace Education Articles. A Selective Bibliography with a Focus on Materials in English, German and the Scandinavian Languages. Peace Education Miniprints No. 75.
PUB DATE- Mar 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Research; Foreign Countries; Higher Education; *Peace; Research and Development; Role of Education
IDENTIFIERS- *Peace Education

This miniprint lists examples of journal articles and chapters edited books dealing with peace education. Some separate prints of article-size also are included. The major focus is on materials in English, German, and the Scandinavian languages from recent years. (RJC)

ED 386 406 SO 025 152

Burns, Robin; Weber, Thomas
Gandhi and Freire on Campus: Theory and Practice in Tertiary Peace Studies Programs. Peace Education Miniprints No. 76.
PUB DATE- Mar 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; College Instruction; College Programs; Colleges; Educational Change; Educational Philosophy; Foreign Countries; Global Approach; Higher Education; International Education; *Peace; *Role of Education; Social Change; Universities
IDENTIFIERS- Freire (Paulo); Gandhi (Mahatma); *Peace Education

Over the past 20 years, the formal study of peace at universities and colleges has become an option available to many students. The development of such peace studies programs is diverse. There are a variety of theoretical and ideological/philosophical approaches to peace. However, how to develop a course that is theory-based, and to compare different theoretical orientations, has not been explored a great deal. Taking up that challenge, this paper looks at two instructors who have been responsible for a peace studies program, one through taking on and transforming an existing interdisciplinary undergraduate course and the other through developing a peace education course within a graduate education program. The ideas that inspired each educator are presented.

(150)
DESCRIPTORS- *Cooperation; Cooperative Learning; *Decision Making; Elementary School Science; Higher Education; Intermediate Grades; Models; *Objectives; *Problem Solving; Teamwork
IDENTIFIERS- Agendas; *Cognitive Models; *Goal Setting

This paper discusses a cognitive model of how action agendas and goals emerge through the dynamics of self-organization in collaborative activities. While machines are designed to perform a function, or goal, humans are self-organizing systems that set their own goals and produce order without having external order imposed on them, or, more precisely, they participate in ever larger self-organizing supersystems in which there are always new, emergent goals at each stage. As actions occur, they change the possibilities for further action, and goals change along the way. An example of this process is offered: grade 4-5 students in a science class were videotaped as they attempted to build a tower out of plastic soda straws and pins. There was no "problem" to be solved, only the "vagueness" of the activity; no agenda of problem solving, until a problem was created by the joint "actions" of the participants, including the inanimate objects. Though at the outset the problem is vague, "build a tower," problems and goals become more specific as the activity progresses into the specific activities of construction. In principle, the course of collaborative activity is not predictable; at each moment the probabilities for various subsequent happenings can be imagined or estimated. But as they happen and create the conditions of possibilities and likelihood for what follows, in turn, new orders or agendas, are created in the developing system. The paper concludes that consideration of emergent agendas in collaborative activity may prove fruitful of new and useful analyses. Transcripts of the video tape segments are attached. (Contains 15 references.) (ND)

ED 386 426   SP 036 175

Johnson, Calvin; And Others
Preparing Teachers for the 21st Century. Break the Mold: Teacher Education.
PUB DATE- 95
NOTE- 48p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *College School Cooperation; Economically Disadvantaged; *Educational Improvement; Elementary Secondary Education; Faculty Development; Higher Education; *High Risk Students; Low Income Groups; Minority Groups; Parent Participation; *Partnerships in Education; Preservice Teacher Education; School Community Relationship; *Student Teaching; *Teacher Education Programs
IDENTIFIERS- *Demonstration Schools; University of Arkansas Pine Bluff

This paper describes "Break the Mold: Preparing Teachers for the 21st Century," a project involving Arkansas universities and public schools in a partnership to improve education by reforming teacher education and developing model schools. In 1994, the University of Arkansas at Pine Bluff School of Education (UAPB) and the Dollarway School District (DSD) were

*Teacher Aides; *Teacher Education Programs; *Teacher Recruitment; Urban Areas; Urban Education
IDENTIFIERS- Diversity (Student); Wartburg College IA; Waterloo Community School District IA

Wartburg College (Iowa) and Waterloo (Iowa) Public Schools have cooperated to implement a teacher preparation program designed specifically for minority Teacher Associates who are employed in the Waterloo Schools and to enhance the diversity training of all graduates of the Wartburg teacher education program. The program was initiated and developed through a democratic process and the growing knowledge that there was a significant need to increase the number of minority teachers employed by the Waterloo Schools and to increase the emphasis on and experiences in culturally diverse settings. The following program components were developed: (1) a one week Inner City Field Experience in New York City schools; (2) a Native American Field Experience at the Rosebud Native American School in South Dakota; (3) a partnership with Longfellow Elementary School in Waterloo (Iowa) which has a 50 percent African American population; (4) a satellite campus in Denver (Colorado) established as a student teaching site for 10 percent of student teachers; (5) requirement that all graduates must have at least 25 hours of culturally or ethnically diverse experience; (6) a pilot field experience at a Denver (Colorado) school with significant Latino enrollment; and (7) the Waterloo (Iowa) Teacher Preparation Project designed to provide positive role models for students in the schools by targeting Teacher's Associates, mainly minority, in the Waterloo school district. The structure of this project is as follows: two courses scheduled during fall and winter terms after school hours; four courses during the summer; completion of all courses required for a B.A. from Wartburg College and a teaching license within a 4.5 year period. (JB)

ED 386 443 SP 036 194

Robertson, Lyn S.; Graves, Karen L.
Making Connections: Classroom Learning and Social Service Agencies.
PUB DATE- Feb 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consciousness Raising; Curriculum Design; Elementary Secondary Education; *Field Experience Programs; Higher Education; Multicultural Education; *Preservice Teacher Education; *Social Agencies; Social Services; Teacher Role
IDENTIFIERS- *Critical Pedagogy; *Preservice Teachers

In order to educate preservice teachers about the experiences of poor children, a course on critical issues in education incorporated work in social service agencies. The course was based in theories of critical pedagogy as proposed by Paulo Freire, multicultural education, and the ideas of Benjamin R. Barber. The field experience aimed to allow student-teachers a chance to "do" critical pedagogy and to expand their personal/cultural knowledge so that they might better empower their students. For the course, the instructors made contacts with local social service agencies to develop a range of situations in which their students might work an average of 2 techniques, and activities that produced the fourth (1992) follow-up of the High School and Beyond (HS&B) study. HS&B began in 1980 as the successor to the National Longitudinal Study of the High School Class of 1972. The original collection techniques of HS&B were replaced by computer assisted telephone interviews, and other electronic techniques replaced the original methods. HS&B data are more user-friendly and less resource-dependent as a results of these changes. There were 2 components to the fourth follow-up: (1) the respondent survey which was a computer assisted telephone interview (CATI) based on 14,825 members of the 1980 sophomore cohort, and (2) a transcript study based on the 9,064 sophomore cohort members who reported postsecondary attendance. The response to the respondent survey was 85.3%. Response rate for the transcript study varied from 50.4% at private, for-profit institutions to 95.1% at public, four-year institutions. Technical innovations in this survey round included verification and correction of previously collected data through the CATI instrument, online coding applications, and statistical quality control. Survey data and information about the methodology are presented in 49 tables. An appendix contains the transcript request packages. (SLD)

ED 386 460 TM 023 702

Bibliography of Assessment Alternatives: Reading. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; *Educational Assessment; Educational Research; Elementary Secondary Education; *Evaluation Methods; *Reading Instruction; Reading Tests; Scoring; *Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation

Articles related to assessment in the field of reading are presented to provide ideas for those studying reading and reading assessment. There are two sections to the bibliography: the articles themselves and an index. Many of the entries describe informal assessments and are intended mainly for classroom use. The 124 articles are listed in alphabetical order by primary author and indexed for the convenience of users. A set of descriptors was developed, and each paper was analyzed using the descriptors. A listing of the descriptors prefaces the index. Articles cover assessment at all grades for research, classroom, or large-scale purposes. They describe a number of types of tasks, from enhanced multiple-choice items to portfolios, and a number of kinds of performance assessments. Scoring is also considered by some articles. (SLD)

ED 386 461 TM 023 797

Engelhard, George, Jr.; And Others
Constructing Rater and Writing Task Banks for the Assessment of Written Composition.
PUB DATE- 31 Oct 94
NOTE- 16p.; Earlier version of a paper presented at the Annual

is an assessment form that uses figural materials (such as graphs, illustrations, and diagrams) as item stimuli and the medium through which knowledge and skill are demonstrated. Item-level format differences in difficulty are examined, and then whether there are corresponding differences in the cognitive processing requirements of the items that can account for the psychometric differences is studied. Based on the evidence uncovered for these connections, it is proposed that differences in processing requirements and concomitant psychometric properties might be systematic and predictable. These analyses shed light on aspects of construct validity that are frequently neglected, and they touch the interface of the usually segregated psychometric and cognitive methodologies. Four tables and three figures illustrate the discussion. (Contains 20 references.) (Author/SLD)

ED 386 481 TM 024 038

Schedl, Mary; And Others
An Investigation of Proposed Revisions to Section 3 of the TOEFL Test. TOEFL Research Report 47.
PUB DATE- Mar 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *English (Second Language); *Language Tests; Psychometrics; *Reading Comprehension; Reading Tests; *Test Construction; Test Items; Test Length; Test Reliability; Test Validity; Vocabulary Development
IDENTIFIERS- Revision Processes; *Speededness (Tests); *Test of English as a Foreign Language

The Test of English as a Foreign Language (TOEFL) program is exploring a change in Section 3 of the TOEFL test that would replace the vocabulary subpart with additional reading comprehension questions. This study investigated the proposed revision in terms of the length and timing that would be necessary to address concerns of test speededness of the section. Several psychometric issues relating to the proposed revision were also investigated. Responses of 33 students at each of 42 institutions teaching English as a second language were used. Results support the implementation of a revised TOEFL Section 3 consisting of five reading passages with a total of 50 items. Results also suggest that a total testing time of no less than 55 minutes should be allowed for the revised TOEFL Section 3. Additional psychometric analyses indicate that the current TOEFL score scale can be maintained with the revised Section 3 and that the proposed revisions will not appreciably affect the reliability and validity of Section 3. Appendices include: Preliminary Dimensionality Analyses of Section 3 of the TOEFL test, supplemental information, and an experimental TOEFL section. Fifteen figures and 10 tables present analysis results. (Contains 59 references.) (SLD)

ED 386 482 TM 024 039

Chyn, Susan; And Others
An Investigation of IRT-Based Assembly of the TOEFL Test. TOEFL Technical Report.
PUB DATE- Mar 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

directory of participating school districts, agencies, and institutions with information about how to contact them and transmit information. Electronic transfer has the potential for improving education through expediting records transfer and freeing personnel to concentrate on other tasks. (SLD)

ED 386 502 TM 024 106

Green, Patricia J.; And Others
A Profile of the American High School Senior in 1992. National Education Longitudinal Study of 1988. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Career Planning; *College Bound Students; *Educational Environment; Ethnic Groups; Experience; Extracurricular Activities; High Schools; *High School Seniors; National Surveys; Part Time Employment; *Profiles; Racial Differences; Social Development; *Student Characteristics; Television Viewing
IDENTIFIERS- *National Education Longitudinal Study 1988

The National Education Longitudinal Study of 1988 (NELS:88) provides information about factors that influence student academic performance and social development. This report describes the experiences of spring 1992 seniors, focusing on their school environments, course-taking and tested achievement, postsecondary plans and occupational goals, and outside-of-school experiences. The typical senior was enrolled in a college preparatory program. Nine of 10 seniors demonstrated basic proficiency in reading and mathematics, but somewhat fewer demonstrated basic proficiency in science. Three-quarters of all seniors planned on continuing their educations beyond high school, and over half expected to hold a professional occupation. Over a quarter of all seniors were from racial and ethnic minority groups. Students generally reported that the quality of education in their schools was good, that their teachers were interested in their students, and that grading was fair. About half of all students worked in addition to going to school. Students participated in a variety of extracurricular activities, but reported a great deal of television viewing. Thirty-three tables and 18 figures present survey data. Eight appendixes contain supplemental information, including 13 tables of standard errors and sample sizes. Appendix H contains abstracts of analytical documents related to the survey. (SLD)

ED 386 503 UD 030 549

Huang, Shwu-yong L.; And Others
Comparing School-Based Environment of High- and Low-Performing Inner City Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English

Neufeld, Barbara
Improving Principals' Practice: The Influence of Professional Development on Principals' Work in Middle School Reform Efforts Supported by the Edna McConnell Clark Foundation.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Mar 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; Disadvantaged Youth; Educational Improvement; *Educational Practices; *Instructional Leadership; Intermediate Grades; Interviews; Junior High Schools; *Middle Schools; *Principals; *Professional Development; Training; *Urban Schools
IDENTIFIERS- Edna McConnell Clark Foundation; *Reform Efforts

The Program for Disadvantaged Youth, funded by the Edna McConnell Clark Foundation, understood that the ultimate impact of the program on students would depend on the capacity of principals to take on new leadership roles and responsibilities. This report analyzes principals' perceptions of the variety of professional development opportunities in which they participated as part of the Clark Foundation-funded reform efforts. The analysis is based on hour-long formal telephone interviews with each of the 23 principals (at least 2 from each Clark-funded district) and 3 staff development providers and on briefer conversations with Clark program liaisons and an evaluator. Principals were very positive about the professional development opportunities provided by the Foundation, which included formal training and opportunities to participate in conferences, to visit other districts, and to receive visits from others participating in reforms. Both the form and content of the development efforts for principals appeared well-suited for the desired learning outcomes. Principals learned new strategies and skills and became articulate in expressing their goals and needs. Issues related to professional development for principals are explored. (Contains 3 references.) (SLD)

ED 386 522   UD 030 589

Robson, Barbara; Nydell, Margaret
The Iraqis. Their History and Culture. CAL Refugee Fact Sheet Series No. 11.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.
PUB DATE- 95
NOTE- 45p.; Designed to educate service providers assisting Iraqi refugees and immigrants in their new communities in the United States.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Arabic; *Arabs; *Cultural Background; Cultural Differences; Ethnic Groups; Foreign Countries; *Immigrants; *Islamic Culture; Political Influences; *Refugees; Religious Cultural Groups; Tribes
IDENTIFIERS- Iraq; *Iraqis; Kurds; Muslims

Iraqi refugees are coming to the United States after years of war and internal conflict, and they bring with them an ancient history. This booklet gives an overview of the land, the people, and the history of Iraq, with a description of the circumstances that compel these refugees to leave their native

Requirements and Priority Areas for Action" (Elizabeth Dines); "Women Managers in Higher Education: A Perspective from Pakistan" (Iftikhar N. Hassan); "Women Managers in Higher Education: Purpose and Objectives of the ACU-CHESS Women's Programme Steering Committee" (Oluremi Oyewole); and "Women Managers in Higher Education: A Caribbean Perspective" (Gwendoline Williams). (JB)

ED 386 135 HE 028 543

What is Accreditation?
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Colleges; Disclosure; *Higher Education; Institutional Evaluation; Standards; Universities
IDENTIFIERS- *Accreditation Standards; *Middle States Association of Colleges and Schools

This brochure explains the process of higher education accreditation, describes the role of various institutions in accreditation, and offers answers to frequently asked questions. The first half discusses accreditation in general and explains what accreditation is, the difference between institutional and specialized accreditation, the Middle States Association of Colleges and Schools, the Commission on Higher Education, and the nature of the Commission's accreditation standards. The second half of the booklet contains a sampling of questions that the Commission often receives such as who develops accreditation standards and major policies, whether standards are published, how often institutions are evaluated, how evaluations are conducted, who does the Commission's work, the difference between Commission accreditation and state approval, whether institutions ever lose accreditation, whether the Commission ranks colleges, what information about colleges and universities the Commission provides, whether the Commission can recommend a college to a student, credit transfer standards, the location of academic records when institutions merge, grievance procedures against the Commission, and accreditation of specific programs. A list of regional accrediting associations and other institutional accrediting organizations is included. (JB)

ED 386 136 HE 028 544

Harrington, Charles; Chen, HongYu
The Characteristics, Roles and Functions of Institutional Research Professionals in the Southern Association for Institutional Research.
PUB DATE- 30 May 95
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; College Administration; Demography; Experimenter

Teachers & Technology: Making the Connection. OTA Report Summary.
PUB DATE- Apr 95
NOTE- 9p.; For the full 295-page report summarized here, see IR 017 276.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Educational Technology; Elementary Secondary Education; Government Role; Policy; Program Implementation; *Teacher Education
IDENTIFIERS- Access to Computers; Office of Technology Assessment

The report suggests that, in the process of acquiring hardware and software for students to use, teachers often have been overlooked. To use new technologies well, teachers need more than just access to these resources. They need opportunities to discover what the technologies can do, learn how to operate them, and experiment with ways to best apply them in their classrooms. This report seeks to underscore the connection between teachers and the implementation of technology in schools. Several key findings are examined in this summary: national statistics on computer equipment levels in schools; teacher computer use data; teacher attitudes toward technology; curriculum integration; teacher technology education; federal teacher development programs; and the educational level of focus of governmental support of technology in schools. A discussion on policy options and governmental role includes: "Federal Leadership: Legitimizing, Funding, and Targeting Technology"; "Research, Development, and Dissemination"; "Educating New Teachers, Professional Development, and Teacher Support"; and "School Access to the Emerging Telecommunications Infrastructure." (MAS)

ED 386 155 IR 017 276

Teachers & Technology: Making the Connection.
PUB DATE- Apr 95
NOTE- 312p.; Chapter 1 is a 47-page summary, including key findings. The chapter 1 summary has itself been further summarized, see IR 017 275.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Educational Technology; Elementary Secondary Education; Government Role; Policy; *Teacher Education
IDENTIFIERS- Access to Computers; Office of Technology Assessment

Do teachers use technology in their teaching? Why? What happens when they do? Why don't more teachers use technology? How do teachers learn about technology? Are prospective teachers being prepared to use technology before entering the classroom? Which factors influence implementation of technology across schools and districts? What roles do schools, districts, states, and the federal government play in helping teachers adjust to the challenges and opportunities presented by new technologies? This report describes the results of the Office of Technology Assessment's (OTA) research into all of these questions, and seeks to underscore the connection between teachers and effective implementation of technology in schools. Research methods used include: site visits to schools of all grade levels across the country; conversations with teachers, researchers, and administrators; two focus groups of teachers; in-depth interviews with average teachers regarding their experiences with technology; a survey of faculty and recent graduates of colleges of education regarding technology use in

Library in Teaching and Learning. The 1995 Weston Woods Lecture.
PUB DATE- Jul 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; *Educational Change; *Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); Information Sources; *Librarian Teacher Cooperation; Optical Data Disks; Public Libraries; *School Libraries; *Technological Advancement
IDENTIFIERS- Internet

This document examines the role of technology and the school library in education. Teachers and librarians are embracing information technology (IT) to meet children's educational and socio-cultural needs. Their relationship with other information providers, especially public libraries, is becoming more significant. Children's school experiences are directly influencing the impact of IT on their parents, and hence on society at large. There has been rapid development in technology to facilitate learning by providing computers and other technology. The Internet and CD-ROMs are among the information sources used by librarians, and it is important that these resources be utilized effectively. (Contains 80 references.) (AEF)

ED 386 174 IR 055 570

Spencer, Michael D.
Leading Education Reference Sources.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; *Annotated Bibliographies; *Databases; *Educational Research; Elementary Secondary Education; Higher Education; *Library Materials; *Reference Materials; Research Tools; *Resource Materials
IDENTIFIERS- ERIC; Saint Bonaventure University NY

This annotated bibliography focuses on, but is not limited to, reference sources on education found in the library at St. Bonaventure University, New York. The ERIC database leads the list of leading education reference sources. Also mentioned are the "Thesaurus of ERIC Descriptors" and the Academic Index (InfoTrak) computer system. Other references are grouped as follows: (1) major guides to publications (3 sources); (2) encyclopedias (3 sources); (3) handbooks (11 sources); (4) resource guides (7 sources); (5) dictionaries (3 sources); (6) material on statistics (4 references); (7) university and college guides (6 sources); (8) directories (4 sources); (9) international education (5 sources); and (10) biographical sources (4 references). (SLD)

ED 386 175 IR 055 572

Emergency Procedures Manual. McConnell Library.
PUB DATE- Jul 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries. Revised and Updated.
PUB DATE- 95
NOTE- 73p.; For the first edition (1976), see ED 134 181.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Evaluation Methods; *Library Collection Development; *Library Materials; Library Services; Library Technical Processes; Public Libraries; *Weeding (Library)

The method called CREW (Continuous Review, Evaluation, and Weeding) integrates material selection and acquisition, cataloging and processing, and circulation and reference into one ongoing routine that assures that all the necessary indirect services are accomplished in an effective way. This revision of the original guide, published in 1976, responds to a multitude of changes that have taken place in the library field over the last two decades. Updates in the areas of multimedia and computer technology have been added, and options for the disposal of weeded materials have been augmented. This manual is designed for use primarily by community and branch librarians who are anxious to provide their patrons with efficient, effective service in a pleasant, attractive library setting. It attempts to describe in a step-by-step fashion a method of carrying out the five processes of "reverse selection:" inventory, collection evaluation, collection maintenance, weeding, and discarding. The text is arranged into three sections: background and process, guidelines, and a summary. Appendices include a computer sampling form and sample disposition slips. An 80-item bibliography is also provided. (MAS)

ED 386 196 IR 055 611

Texas Library System: System Orientation Manual. Updated.
PUB DATE- Jul 95
NOTE- 90p.; For the 1994 update, see ED 375 862.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; Librarians; Library Administration; Library Funding; Library Networks; *Library Personnel; Public Libraries; *Responsibility; *Role; *Staff Orientation
IDENTIFIERS- *Texas; Texas State Library

The purpose of this manual is to orient new system staff and advisory council members of the library systems in Texas to their roles and responsibilities. It contains information on the history, governance, funding, services, and administration of the systems. Chapter one, "The Role of Systems in Public Library Development in Texas," includes a chronology of library systems in Texas since 1962. "The Governance of Systems," chapter two, examines governance at the regional and state levels. Chapter three, "System Funding and System Services," discusses distribution of funding, systems performance measures, and direct and indirect costs of 1996 system operation grants. Financial and performance management, The purpose of this collection of essays is to examine academic libraries in Greece at a time when the potential for changes and advance in librarianship is great. The 15 papers are as follows: "International Interlibrary Cooperation: Exchanging Goals, Values and Culture" (Don L. Tolliver); "Academic Libraries in Greece" (James Krikelas); "Academic Libraries in Greece: A New Profile" (Nancy Birk and Dimitris Karageorgiou); "Library Education in Greece" (Mersini Moreleu-Cacouris); "Library Automation in Greece: A Visitor's Perspective" (Michael Kreyche); "Automation of the National Library of Greece" (George D. Bokos); "Collection Development and Interlibrary Loan in Greek Academic Libraries" (Stella Korobili); "The American Center Library in Thessaloniki, Greece" (Vicki Syroglou-Bouki); "Automation and the University of Crete" (James Krikelas and Michael Tzekakis); "Academic Libraries in Transition: A Case Study of the Library at the University of Crete in Rethymnon" (Peter D. Haikalis); "The Library of Aristotle University of Thessaloniki: Organization, Operation, and Perspectives" (Nicolaos Alexandrou and Dimitrios Dimitriou); "The Library of the Department of English Language and Literature at the Aristotle University of Thessaloniki, Greece" (Alex Noel-Tod); "A User Survey of the English Department Library at Aristotle University, Thessaloniki, Greece" (Martha Kyrillidou); "Kent State University, Kent, Ohio, and Aristotle University, Thessaloniki, Greece: An Exchange Program" (Thomas M. Davis); and "A Greek Librarian in America: Personal Reflections on an Eight-Month Practicum at the Kent State University Libraries" (Athena Salaba). (AEF)

ED 386 216   IR 055 656

Bopp, Richard E., Ed.; Smith, Linda C., Ed.
Reference and Information Services: An Introduction. Second Edition. Library Science Text Series.
PUB DATE- 95
NOTE- 626p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ethics; Government Publications; Indexes; *Information Services; *Information Sources; Library Administration; Library Catalogs; *Library Collection Development; Library Instruction; *Library Material Selection; *Reference Services; Search Strategies; Staff Development; User Needs (Information)

This document provides an overview of the concepts and processes behind reference services and the most important sources consulted in answering common reference questions. The book is divided into two parts. Part 1 deals with concepts and theory. It covers ethical aspects of reference service, the reference interview, the principles and goals of library instruction, bibliographic control and search strategies, trends in electronic reference services, library instruction, staff training and development, an evaluation of reference services, the management of reference services, and reference services for special populations. Part 2 describes the general principles and sources for selecting and evaluating reference tools and the standards for building a reference collection. Sources include directories; almanacs, yearbooks, handbooks; bibliographic sources; dictionaries; encyclopedias; geographical sources; bibliographies and library catalogs;

self-management, ethics, flexibility, self-control, and a commitment to learn. Part 2 describes competency skills related to the ability to allocate time, money, material and facility resources, and human resources; interpersonal relations, such as participating as a member of a team, teaching others new skills, serving others, exercising leadership, negotiating, and working with diversity; acquiring and evaluating, organizing and maintaining, interpreting and communicating, and using computers to process information; understanding, monitoring and correcting, and designing systems; and selecting and applying technology. (Contains 16 resources.) (KP)

ED 386 234 JC 950 424

Maine Technical College System 1993/1994 Annual Report.
PUB DATE- 94
NOTE- 20p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; Donors; *Educational Finance; *Enrollment; Enrollment Trends; *Outcomes of Education; *Technical Education; Trade and Industrial Education; *Two Year Colleges
IDENTIFIERS- *Maine Technical College System

Focusing on data from the 1993-94 academic year, this report discusses programs and outcomes for the seven colleges in the Maine Technical College System (MTCS). Following a message from the System President, general outcomes for the MTCS are described. This section indicates that systemwide enrollment in 1993-94 was 4,305, representing a 19% increase from 1989; that in 1994 state voters approved a $5 million bond measure to fund the colleges; that the MTCS established an arrangement with the city of La Plata, Argentina, to develop a Worker Retraining Institute; and that a Youth Apprenticeship Training Program had enrolled more than 150 students from 75 state high schools and technical centers. After a discussion of future challenges facing the System related to accountability standards, improving access, and expanding the System's capacity, profiles are provided of the following seven MTCS colleges: York County Technical College, Central Maine Technical College, Eastern Maine Technical College, Kennebec Valley Technical College, Northern Maine Technical College, Southern Maine Technical College, and Washington County Technical College. Each profile describes outcomes related to graduates, graduate employment, and the colleges' role in the local economy. Finally, pie charts of the sources and uses of funds, a list of individuals and corporations donating money to the System, and a list of Board of Trustee members for fiscal year 1994 are provided. (KP)

ED 386 235 JC 950 426

Malloy, Ann Marie; McKeon, Thomas
Recreating a Campus Culture: New Energy Systems in Higher Education. The Creative Teaching and Learning Cooperative.
PUB DATE- Jul 95
NOTE- 8p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

enrollment remained constant; and (6) COC first time college student enrollments decreased by 25%, in contrast to a 1% increase statewide. (MAB)

ED 386 251 JC 950 443

Mattice, Nancy J.
Low-Income Students. Institutional Research.
PUB DATE- Apr 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Community Colleges; *Family Income; *Family Size; Hispanic Americans; *Low Income Groups; Minority Groups; Statistical Analysis; *Student Characteristics; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- College of the Canyons CA

As part of an application for a federal grant, College of the Canyons, in California, conducted a study to determine the number of fall 1992 students from families with low income levels and their racial/ethnic groups. Low income was defined as an amount equal to 150% of the poverty income level established by the United States Bureau of the Census. Low annual income for a family of 2 would be an amount equal to or below $13,785, or $20,925 for a family of 4. The college gathered data on students' family income, family size, and race/ethnicity from application materials completed in fall 1992. Frequency distributions were run for each of the variables and a new variable, income status, was derived by combining family size and income and comparing them to Census figures. The frequency distribution indicated that 1,081 student were classified as low income, 4,551 were not low income, and another 1,038 were unable to be classified because they had not responded to one or both of the classifying variables. The racial/ethnic group with the highest percentage of students from low income families was Latino/Hispanic at 27%, followed by Black, non-Hispanic at 25%. The group with the lowest percentage of students from low income families was White, non-Hispanic at 13.8%. Overall, about 16% of the fall 1992 student came from low income families. A table of base annual low income levels for the contiguous 48 states, the District of Columbia, and outlying jurisdictions; Alaska; and Hawaii is attached. (KP)

ED 386 252 JC 950 444

Pre- and Post-Earthquake Enrollment by Geographic Area.
PUB DATE- May 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Earthquakes; *Enrollment; *Enrollment Influences; *Enrollment Rate; *Enrollment Trends; School Districts; Statistical Data; Tables (Data); Two Year Colleges
IDENTIFIERS- College of the Canyons CA

On January 17, 1994, the Northridge earthquake caused major damage to the freeways leading into California's Santa Clarita Valley. For most of the spring semester, travel to and from the valley was difficult and time-consuming. To determine the effect of the earthquake on enrollment, College of the Canyons, in the Santa Clarita Valley, undertook a study to compare subtle and often inadvertent sexism by even well-intentioned people contributes to an environment that ultimately negatively impacts the healthy development of many girls. This book, by describing how adults "fail in fairness," gives suggestions on what must be done to make schools serve all children better. A list of over 250 recommended books with strong female characters is included. (AA)

ED 386 269   PS 023 137

Levy, David L., Ed.; Diamond, Elliott H., Ed.
Speak Out for Children. Winter 1992/1993 through Summer/Fall 1994.
PUB DATE- 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Advocacy; Child Custody; Child Development; *Childrens Rights; *Child Support; Child Welfare; Divorce; Financial Support; *One Parent Family

"Speak Out for Children" is the quarterly newsletter of the Children's Rights Council (CRC), which is concerned with the healthy development of children of divorced and separated parents. The newsletter consists of feature articles and regular sections and columns. Feature articles of Volume 8, Number 1 are: "The Controversial Truth: Two-Parent Families Are Better"; "Seventh National Conference April 28 - May 2, 1993"; "Clinton Administration and Congress"; "Commission on Child Access"; "Special Financial Child Support Report"; and "Mothers Say Fathers Unable to Pay." Feature articles of Volume 8, Number 2 are: "Liberal Barbara Dafoe Whitehead Says: Dan Quayle Was Right"; "Fundings Pursued for Commission"; "Important Talking Points for Children's Advocates"; and "The Published Views of Hillary Clinton on Children." Feature articles of Volume 8, Number 3/4 are: "Police, Women Forming Groups"; "CRC's 7th Conference: A Success"; and "House Passes Support Modification Bill." Feature articles of Volume 9, Number 1 are: "Access (Visitation) Commission Funded"; "Clinton Panel Surveys Welfare and Child Support"; and "The Use and Misuse of Mental Health Experts in Child Custody Cases." Volume 9, Number 2 features: "Federal Government Distributes CRC Child Support Guideline"; "Insurance and College Funds for Your Child"; and "Better Child Support Data Sought." In Volume 9, Number 3/4, feature articles include: "Welfare Reform, Support and Visitation Grants Proposed"; and "President Clinton Sends Message to Candlelight Vigil." (AP)

ED 386 270   PS 023 149

Report of Task Force on Values in Education and Implementation of Teaching Values in Arizona Schools.
PUB DATE- Nov 93
NOTE- 123p.; The first of the two reports included here, "Teaching Values in Arizona Schools", was previously processed separately as ED 327 779.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Principles; Elementary Secondary Education; Ethical Instruction; Humanistic Education; Program Evaluation; *Values; Values Clarification; *Values Education
IDENTIFIERS- Arizona; *Task Force Approach; Value Analysis

The Task Force is an organization that examines and provides perspectives on values in education and the teaching of values

PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Boarding Homes; Child Advocacy; *Child Health; Children; *Child Welfare; Community Health Services; *Day Care; Early Childhood Education; Educational History; Educational Policy; Family Programs; Foreign Countries; Foster Care; Health Programs; *Health Services; *History; *Infant Care; Kindergarten; Public Policy
IDENTIFIERS- *Australia; Froebel (Friedrich); Montessori (Maria); Nineteenth Century History; Twentieth Century History

This book presents an overview of the health, education, and care services for young children in Australia in the past 100 years. The book explores how overseas developments, changing values, economic forces, and local conditions shaped and continue to shape the services provided for young children. Chapters in part 1 cover the late 1800s. Chapter 1 describes the prevailing social conditions and values, noting that at mid-century, Australia had large numbers of destitute and neglected children; by the century's end, services for young children became a matter of Christian compassion and national interest. Chapter 2 surveys the orphanages, industrial schools, boarding-out, creches, and infant homes available for children. Chapter 3 describes the important advances in health care for young children after 1875 due to understanding of the cause and transmission of disease. Chapter 4 surveys new approaches to infant teaching that arose in the 1880s. Chapters in part 2 cover the years 1900-1945. Chapter 5 explores the expansion of children's services in Australia, while chapter 6 examines legislative measures to protect infants and the type of care available to young children. Chapter 7 describes the infant health services and the school health services that became available in all states. Chapter 8 discusses approaches to infant and kindergarten care, including Froebelian, the Kindergarten Union, and Montessori method. Chapters in part 3 cover the period after 1945. Chapter 9 discusses postwar social conditions and changes that have affected children's services. Chapter 10 explains why by the 1980s most children requiring care were in foster care or small family group homes, outlines developments regarding adoption and foster care, and examines trends in non-residential child care. Chapter 11 discusses new advances and issues in curative and preventive health services. Chapter 12 surveys the spread of preschools from 1945 to 1970 and the development of early childhood education from 1970 to 1985. Chapter 13 evaluates progress made to date and identifies four trends likely to continue into the 1990s. A bibliography of approximately 250 items is included. (TM)

ED 386 290 PS 023 487

Rubin, Steven A.
Children Who Grow Up with Gay or Lesbian Parents: How Are Today's Schools Meeting This "Invisible" Group's Needs?
PUB DATE- 95
NOTE- 89p.; M.S. Paper, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childhood Needs; Children; Educational Change; *Educational Environment; *Educational Experience; Elementary Secondary Education; Family Characteristics; Homophobia; *Homosexuality; Lesbianism; Library Material Selection; Questionnaires; School Libraries; Social Bias; *Student School Relationship; Teacher Student Relationship; *User Needs (Information)

the following aspects of partnerships for children and families: (1) why and how they form; (2) population and geographical areas on which they focus; (3) how they assess community needs; (4) what issues they choose to address and how they address these issues; (5) measurable outcomes; and (6) strengths and weaknesses. While the 13 sites indicated an exciting mix of innovation and creativity, the findings also showed the following: (1) partnerships initially raised unrealistic expectations about what could be accomplished; (2) partnerships failed to take into consideration that many citizens will filter out concerns for "other people's children"; (3) many partnerships corrected their initial approach to include more indigenous groups; and (4) programmatic solutions should not substitute for sound public policy. Appendices include the summary of methodology, the survey instrument, map of the United States showing sites studied, and a selected bibliography. (BGC)

ED 386 307 PS 023 538

Fromberg, Doris Pronin
The Full-Day Kindergarten: Planning and Practicing a Dynamic Themes Curriculum. Early Childhood Education Series. 2nd Edition.
PUB DATE- 95
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Cognitive Development; Curriculum Development; Educational Environment; Experiential Learning; *Full Day Half Day Schedules; Instructional Effectiveness; *Kindergarten; Kindergarten Children; Language Arts; Learning Strategies; Mathematics Education; Primary Education; Program Costs; *Program Effectiveness; *School Schedules; Science Instruction; Social Studies; *Student Needs; Teaching Methods
IDENTIFIERS- Developmentally Appropriate Programs

Examining problems and questions related to full-day kindergarten, this book deals broadly with early childhood curriculum design and development. It suggests specific step-by-step ways to plan an emergent curriculum based upon integrated, dynamic themes that grow out of children's diverse personal and cultural experiences. Addressed to teachers, students of early childhood education, administrators, and community leaders, the book integrates a variety of factors within a caring community of independent and responsible children such as children's play; playfulness and exploration; multiculturalism and bilingualism; inclusionary curriculum; parent involvement; authentic assessment; and teacher reflectivity. The book also contains extensive activities that early childhood teachers can adapt and use to help young children develop their social, emotional, physical, aesthetic, and intellectual potential. Part 1 sets the context of the full kindergarten day with chapters on teachers' roles, influences on learning, and organization. Part 2 addresses the integrated teaching and learning of dynamic themes through the social study of the social sciences, cooperative mathematics, aesthetics and the arts, active science, and literacy. Concluding chapters discuss the issues and planning concerns in implementing the full-day kindergarten. Contains over 350 references. (AA)

ED 386 308 PS 023 539

awareness of the concept of empowerment at an elementary school in the rural Southeast. A 12-week program was developed and implemented to train the school's 32 teachers in team building, conflict resolution, communication skills, team dynamics, and facilitative leadership. Weekly meetings were designed to impart these skills and to develop a school improvement plan to address school management issues and problems identified by the teachers themselves. An average of 14 teachers attended the weekly sessions, with attendance higher in the early weeks and lower in the later weeks of the program. A post-program survey indicated that although overall teacher response to the training was favorable, it was not as positive as initially anticipated. An appendix contains a copy of the teacher survey. (Contains 14 references.) (MDM)

ED 386 327 PS 023 620

Benard, Bonnie
Fostering Resilience in Children. ERIC Digest.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- At Risk Persons; Child Development; Critical Thinking; *Educational Environment; Elementary Secondary Education; Grouping (Instructional Purposes); Interpersonal Competence; Personal Autonomy; *Personality Traits; Problem Solving; Student Evaluation; Student Motivation; *Student Participation; *Teacher Expectations of Students; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Caring; ERIC Digests; *Resilience (Personality)

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults; and discusses the critical role schools can play in this process of development. Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk. These "protective factors" can be grouped into three major categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for meaningful participation. First, the presence of at least one caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed. Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have high rates of academic success and lower rates of problem behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. Contains 12 references. (BC)

Strategies; Community Action; Community Development; Cultural Context; *Cultural Maintenance; Educational Objectives; Foreign Countries; Functional Literacy; *Literacy Education; Modernization; Quality of Life; Rural Areas; Rural Education; Rural Environment; *Rural Population; *Social Change
IDENTIFIERS- Rural Culture

This chapter addresses the role of action research in projects that link literacy education and cultural action in peripheral rural areas. These programs aim to improve the living conditions of a population without destroying its cultural heritage or way of life. Action research begins with three broad questions: In what terms do local people pose questions of development, change, preservation, and revitalization of their cultural heritage? By what means other than individuals' linguistic competence or school performance can literacy facts and issues be interpreted? Finally, what plans have local individuals, groups, and communities formulated to resist the destructuring of their community? Variables common to literacy education and the cultural context include the infrastructure of communication, the written culture, and social organization and cultural policies (including education). Literacy education should reflect diversity, complexity, and even conflicting cultural backgrounds and should demonstrate how differing cultures can connect, instead of enforcing linguistic unity as a means of access to "normality." Action research in literacy education centers on the quest for knowledge, action focused on social change, and education focused on the development of new relationships. The process of cultural action research is rooted in the community and is only possible with the participation of persons who have practical knowledge of the local culture. The outcome of this action research is a common cultural capital, a process of collective cultural development measured not by individuals' instrumental abilities but by improvement in local living conditions and cultural preservation. (LP)

ED 386 345 RC 020 237

Gonzalez, Quintin Garcia
Twelve Years of Sociocultural Action in the Las Villas Area. Chapter 2.
PUB DATE- 94
NOTE- 19p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Change Strategies; *Community Development; Consciousness Raising; Farmers; Foreign Countries; *Functional Literacy; Literacy Education; Relevance (Education); Rural Areas; Rural Development; Rural Education; *Social Action
IDENTIFIERS- *Nongovernmental Organizations; *Spain

This chapter reports on the activities of the Rural Continuing Education Centre (CREPA), a nongovernmental organization run by volunteers from small agricultural villages in the Las Villas area of Salamanca, Spain. The organization was founded in 1983 with the goal of improving living conditions and community life for villagers through social awareness and change. Activities included awareness-raising and information campaigns, training courses for women, development of an agricultural cooperative, recreational activities, and work study programs. Initial program evaluation concluded that a large portion of the

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Community Development; *Cultural Activities; Cultural Education; Databases; Financial Support; Grants; Handicrafts; *Humanities; Library Collections; *Organizations (Groups); Program Descriptions; *Resource Materials; *Rural Areas; Rural Education

This directory contains resource materials and listings of organizations, funding resources, and databases pertaining to cultural programs in rural American communities. A bibliography contains over 100 entries including books, newspaper articles, catalogs, case studies, audio visual materials, and journals covering rural programs and activities in arts and crafts, humanities, music, theater, festivals, historic preservation, and related economic development. Each entry contains title, author, publication date, publisher, periodical, a brief annotation, and, when appropriate, the National Agricultural Library call number. Also listed are 27 journals that deal exclusively with rural issues or that feature articles of interest to the rural community from time to time, and alternative information resources (national organizations, state organizations, regional organizations, and service organizations). Electronic mail access for interlibrary loan requests from the National Agricultural Library is explained. (LP)

ED 386 363 RC 020 260

Frey, Rodney, Ed.
Stories That Make the World: Oral Literature of the Indian Peoples of the Inland Northwest As Told by Lawrence Aripa, Tom Yellowtail, and Other Elders. The Civilization of the American Indian Series, V. 218.
PUB DATE- 95
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; *Cultural Context; Elementary Secondary Education; Lesson Plans; Literary Criticism; Literary Devices; *Motifs; Mythology; *Oral Tradition; *Storytelling; Tales
IDENTIFIERS- United States (Northwest)

Coeur d'Alene School District (Idaho) developed an American Indian oral literature curriculum component with the help of the neighboring Coeur d'Alene people. This book is based on a general background guide that provides classroom teachers with a context for understanding Coeur d'Alene narratives incorporated into the curriculum. The book also incorporates the oral literature of the Crow people of Montana and other Indian peoples of the Inland Northwest region. It seeks to address questions of authenticity and to foster an appreciation of the stories in a manner the original storytellers intended by placing this oral literature in its cultural, literary, and expressive context. An introduction clarifies terms and concepts concerned with oral literature, myths, and tales; discusses the book's format, which attempts to convey oral nuances and speech patterns in printed text; and presents two principal storytellers, Lawrence Aripa and Tom Yellowtail. Three main sections follow the path to cultural understanding recommended by the storytellers and include texts of 23 stories. "See from the Inside Looking Out" examines motifs and cultural themes that give meaning to the world. "Feel It"

NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; Elementary Secondary Education; Foreign Countries; *Science Instruction; *Science Materials; *Textbook Preparation; *Textbooks
IDENTIFIERS- Asia; *UNESCO

It is of critical importance in the Asia/Pacific region to produce quality science books which are attractive and interesting for children and youths and which can also stimulate their interest in science and provide them with accurate scientific knowledge in an easily understandable way. This publication is a report of a training course on book production in Asia and the Pacific. Part I, "Writing Science Textbooks," contains: "Science Education in Japan and Science Textbooks" (Kazuyoshi Takeda); "Editing Science Textbooks" (Wataru Nomachi); "Theories & Techniques for Writing Primary Science Textbooks" (Michio Kaneko); "Writing Science Textbooks for Secondary School Level" (Kazuyoshi Takeda); and "Practical Sessions on Writing Science Textbooks for Secondary School Level" (Kazuyoshi Takeda). Part II, "Producing General Science Books for Children & Youths," contains: "Discovery of Wonders of Nature" (Toshitaka Hidaka); "Fun & Games & Science & Literature & Education" (Vicki Cobb); "My Experiences on Writing Science Books for Children" (Takahisa Manya); and a practical session by Vicki Cobb and Takahisa Hanya. Part III, "Present Situation of Science Book Production and Constructive Suggestions," contains: "Practical & Constructive Suggestions for Producing Good Science Books for Children & Youth (by new Practical Method data analysis) and "The Characteristics of Science Textbooks in Respective Countries and the Problems of Writing Science Books for Children & Youths" (participant's reports from Bangladesh, Bhutan, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, Thailand, Viet Nam, Columbia, and Kenya). Five appendices include a list of participants, program schedule, a list of lecturers, and a list of secretariat members. (JRH)

ED 386 384 SE 056 518

Linn, Marcia C.; Kessel, Cathy
Participation in Mathematics Courses and Careers: Climate, Grades, and Entrance Examination Scores.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- May 95
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; College Faculty; College Students; *Grades (Scholastic); Higher Education; Interviews; *Majors (Students); *Mathematics Achievement; Mathematics Education; Nonmajors; *Sex Differences
IDENTIFIERS- Mathematics Education Research

Over half the students who select mathematics as a college major eventually switch to other fields. Although equal numbers of

Paulo Freire and Mahatma Gandhi, whose work for justice and social change, are featured. This paper finds that a dialogue that develops the ideas, key concepts, analyses, and actions of Gandhi and Freire (within contemporary settings, and with appropriate learning processes) provides a basis for a peace studies or peace education program. (RJC)

ED 386 407 SO 025 153

Education for a Peaceful Future. Reports and Miniprints from the Malmo School of Education. Peace Education Miniprints No. 77.
PUB DATE- Mar 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; Global Approach; Higher Education; *Peace; *Research and Development; *Role of Education; Social Science Research
IDENTIFIERS- *Peace Education

The project group "Preparedness for Peace" conducts research and development work on peace education and related aspects of the internationalization of teaching. This bibliography gives examples of reports and miniprints from this work and some related earlier projects of the Malmo School of Education in Sweden. The list also includes reports and miniprints related to the work of PEC (the Peace Education Commission of the International Peace Research Association), published by the Malmo School of Education. If the title is given in English only, the language of the report is English. For reports written in a Scandinavian language or in German, the title appears first in the language of the report, followed by an English translation of the title in brackets. Annotations also are followed by an English translation. (RJC)

ED 386 408 SO 025 155

Bjerstedt, Ake
Controversies Connected with Peace Education. What Do They Mean and How Should They Be Dealt With? Peace Education Reports No. 15.
PUB DATE- Mar 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Conflict; Controversial Issues (Course Content); Disarmament; Elementary Secondary Education; Foreign Countries; Global Approach; Interviews; Parent School Relationship; *Peace; Qualitative Research; *Role of Education; School Community Relationship
IDENTIFIERS- *Peace Education

Fifty experts with a special interest in peace education (and representing 22 different countries) were confronted with the following set of questions (as part of individual interviews): "In many countries, questions related to disarmament and peace are highly controversial. Would you anticipate any difficulties, for example with parents or other members of the community, when introducing peace education in the schools? If so, what kind of difficulties? Do you see any way out of such problems?" This report documents and discusses the answers of the experts to these questions. Most of the respondents agreed that peace education often was seen as a controversial topic in awarded a 5-year grant to drastically change the teacher education program at the university and enhance the educational process in the district serving as the primary clinical site. UAPB is the only predominantly black land grant institution in the state. DSD includes 3 elementary, 1 junior high, and 1 senior high; 72 per cent of the students are black. The goals of the program are to allow faculty and students of both institutions to: (1) participate in shared decision-making; (2) translate research and theory generated by UAPB into an exemplary practice in a laboratory setting at DSD; (3) increase the variety of methods available to teachers, especially for working with low achievers; (4) provide mentorships and tutorial programs for low achievers through the use of UAPB students in DSD classrooms; (5) recruit others into teaching by serving as role models who enjoy and are enthusiastic about teaching and community service; and (6) involve parents and others in the community in the process of continuous renewal at each school site and at UAPB. Projected outcomes, benchmarks, and evicences for the project are detailed. Five appendices provide: (1) the names and addresses of the steering committee and the sub-committee structure; (2) references and publications and 19 postulates necessary for the simultaneous renewal of schools and the education of teachers; (3) the design model; (4) the project timeline; and (5) a survey instrument for judging the need for professional development in 20 teaching methods/strategies areas, teacher excellence program advisory committee members, teacher excellence program model, and sub-committee responsibilities. (Contains 17 references.) (ND)

ED 386 427 SP 036 176

Wlodkowski, Raymond J.
Understanding Multicultural Perspectives: Implications for New Teacher Roles and Professional Development Experiences.
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Training; *Cultural Differences; *Cultural Influences; *Cultural Pluralism; Diversity (Institutional); Educational Philosophy; Elementary Secondary Education; Higher Education; *Learning Motivation; *Multicultural Education; Preservice Teacher Education; Professional Development; Teacher Education Curriculum; Teacher Role; *Values
IDENTIFIERS- *Diversity (Student)

Euro-American values dominate the field of psychology, and their cultural assumptions are often accepted as universal. However, there are significant differences between Western and non-Western thinking and thus what educators take to be psychological norms are often rejected by many of the students and families they are supposed to serve. Despite the intention of teacher education institutions to help teachers become more aware of how to relate instructional content and processes to the cultural context of their students, the following changes appear necessary: (1) colleges of education should become models of cultural diversity on their own campuses; (2) student teachers must be given the opportunity to acquire experiences with students from backgrounds different from their own; (3)

hours a week. The instructors stressed that students should learn from those with whom they worked. Students also did weekly readings on education and democracy and submitted at least two pages of written response to the week's readings. Students used journal entries to work out their understandings of theories studied in class as they tried to familiarize themselves with the agency to which they were assigned. Reflection on their agencies' services to clients fed additional reflection on the education process and the student and teacher role. Student response has been favorable. Contains seven references. (JB)

ED 386 444 SP 036 196

Staudt, Denise; Mahbubani, Trace
Restructuring Teacher Education with the Help of Classroom Teachers.
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Colorado Springs, CO, November 12-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Elementary Education; Elementary Schools; *Field Experience Programs; Higher Education; *Partnerships in Education; Preservice Teacher Education; Urban Education
IDENTIFIERS- *Our Lady of the Lake College TX; Preservice Teachers; *San Antonio Independent School District TX

As part of a departmental restructuring to improve the preservice training of teachers through early and frequent field-based experiences, Our Lady of the Lake University (Texas) has developed partnerships with both public and private schools in San Antonio (Texas). One of the most successful partnerships has been the development and implementation of a field-based course at Rodriguez Elementary School in San Antonio Independent School District. This course provides opportunities for classroom teachers to work directly with preservice teachers within the school setting. The classroom teachers assist the university faculty in educating, supervising, observing, and coaching the preservice teachers. This opportunity to incorporate preservice teachers into the classrooms of Rodriguez is due in part to another partnership Rodriguez developed with Optical Data. This project required release time for teachers to work on the partnership. The Optical Data project aimed at developing a pilot program at Rodriguez using a laser disc science program. Preservice students work in pairs to lead a class without the presence of the cooperating teacher. Before and after these sessions the students and participating teachers meet to discuss the classes. Teachers evaluate and report on the student's progress. Cooperating teachers, faculty, and students are all extremely positive about the program which was considered unique, reciprocal and generally successful. (JB)

ED 386 445 SP 036 197

Walters, Joan T.
Three R's toward Effective Teaching of Mathematics and Science: Recruit, Retain, and Renew.
PUB DATE- Nov 93

Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Educational Assessment; *Interrater Reliability; *Item Banks; Item Response Theory; Networks; *Test Construction; Writing (Composition); *Writing Evaluation
IDENTIFIERS- Calibration; FACETS Model; *Large Scale Programs; *Rasch Model; Writing Prompts

A set of procedures is described for constructing an assessment network composed of a connected system of rater and writing task banks within the context of large-scale assessments of written composition. The calibration of the assessment tasks and the measurement of individuals are viewed as separate, although complementary, activities. The writing task bank is a calibrated set of prompts with content and measurement characteristics that have been systematically examined and cataloged. A rater bank is a calibrated set of judges whose measurement characteristics have also been systematically examined and cataloged. In large scale assessment, these ideas are extended to networks, with the network being a calibrated measurement system of rater and task banks. The first section of the paper describes an extended version of the Rasch model, the FACETS model, that can be used to construct a consistent and coherent assessment network. The next section presents illustrative data collection designs that may be used to calibrate an assessment network. Three tables and two figures illustrate the discussion. (Contains 22 references.) (SLD)

ED 386 462 TM 023 798

Wilkinson, L. David; Waring, Colleen G.
Evaluation and Performance Auditing: A Rose by Any Other Name.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Cooperation; Cost Effectiveness; Elementary Secondary Education; *Evaluation Methods; *Evaluators; Policy Formation; *Program Evaluation; Public Policy; School Districts; Urban Areas; *Urban Schools; Urban Youth
IDENTIFIERS- Auditors; Austin Independent School District TX; Drug Abuse Resistance Education Program; *Performance Based Evaluation

This paper presents a comparison of performance auditing and evaluation. It is the product of a collaboration between the senior evaluator from the Office of Research and Evaluation in the Austin Independent School District (Texas) and the senior auditor of Austin's City Auditor's Office. These officials were required to work together when the city undertook an audit of the Drug Abuse Resistance Education (DARE) program. The working relationship continued under the auspices of a partnered audit of social policy issues associated with the city's youth. It is concluded that evaluation and performance auditing are, in their best expressions, very much alike. One notable difference is that auditing cannot address cause-and-effect questions, DESCRIPTORS- *English (Second Language); Item Banks; *Item Response Theory; *Language Tests; Second Language Learning; Selection; Test Construction; Test Items

IDENTIFIERS- *Automated Item Selection; Parallel Test Forms; *Test of English as a Foreign Language; Test Specifications

The current study, carried out jointly by Test Development and Statistical Analysis staff at Educational Testing Service investigated the feasibility of the Automated Item Selection (AIS) procedure for the Test of English as a Foreign Language (TOEFL). Item-response theory (IRT)-based statistical specifications were developed. Two TOEFL test forms were assembled using AIS, and statistical and content-related properties were evaluated. The results show that the statistical consistency (parallelism) of the tests assembled using AIS would appear to be superior to the consistency of tests assembled using traditional test-assembly procedures. The results also provided strong evidence that AIS-assembled TOEFL tests can successfully meet the IRT-based specifications. Test Development staff observed visible gains in efficiency in item selection for Sections 1 and 2 and the potential for time gains in Section 3. The implications of AIS for pool management were explored. Twelve figures and eight tables present analysis results. One appendix provides a sample AIS specification for Section 1. (Contains 13 references.) (Author/SLD)

ED 386 483 TM 024 048

Laosa, Luis M.

Family Characteristics as Predictors of Individual Differences in Chicano Children's Emergent School Readiness.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Jul 93

NOTE- 70p.; Portions of this paper were prepared for presentation at the Annual Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Family Characteristics; *Individual Differences; Longitudinal Studies; Mexican Americans; Performance; *Prediction; *Preschool Children; Preschool Education; *School Readiness; Socioeconomic Status

IDENTIFIERS- *Chicanos; Emergent Literacy

This study of normal young children in 100 two-parent Chicano households of widely varied socioeconomic levels assessed the ability of selected family sociodemographic and intellectual characteristics to predict individual differences in the children's performance on a measure of emergent school readiness. Data were collected longitudinally in the home at ages 30, 42, and 48 months. Emergent school readiness was measured using the Preschool Inventory, administered at each of the last two longitudinal points. The family characteristics examined were: (1) specific sociodemographic variables (household financial income, mother's and father's schooling attainment levels, occupational status, and the family size, sibling constellation, and home language) and (2) the mother's and father's performance on the Culture Fair Intelligence Test. Contemporaneous and time-lagged zero-order and partial correlations and multiple regressions assessed the unique, shared, and shifting strengths of these hypothesized family predictors of child performance. Together these predictors accounted for 50% of the variance in child performance.(Contains 8 tables, 2 figures, 1 appendix, and 66

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Pluralism; *Educational Environment; Educational Practices; Elementary Education; *Elementary School Teachers; *High Achievement; Inner City; *Low Achievement; Standardized Tests; *Teacher Attitudes; Teacher Student Relationship; *Urban Schools
IDENTIFIERS- School Culture

The perceptions of school climates at high- and low-performing schools were studied in 11 elementary schools from a large, multicultural urban school district selected for their high or low achievement. The sample consisted of 151 teachers from the 5 high-performing schools and 146 from the low-performing schools. School performance was determined by administrator recommendation and scores on standardized tests. Teacher attitudes were determined through the School Climate Survey for Teachers developed for this study. Teacher qualifications and experience were essentially the same in both groups. In all the schools, teachers generally thought positively of their school climates. Most had favorable perceptions of teacher-student relations, school standards, instructional materials, and feedback to students. Teachers from high-performing schools reported a greater academic emphasis or orientation and a greater use of innovative instructional strategies. They also felt that they had better facilities and resources than teachers in low-performing schools. Teachers in low-performing schools reported more discipline problems and more involvement in nonteaching activities. One figure and three tables present survey findings. (Contains 30 references.) (SLD)

ED 386 504 UD 030 550

Bosworth, Kris; Hammer, Ronen
Urban Middle School Students Responses to Anger Situations.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anger; Coping; Elementary School Students; *Family Characteristics; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Parent Child Relationship; Sibling Relationship; *Stress Variables; *Student Reaction; *Urban Schools; Urban Youth; Violence
IDENTIFIERS- *Middle School Students

The situations in which young adolescents identify anger and the strategies they use in response to anger were studied with students from a midwestern urban middle school health class. The sample included 53 sixth graders, 41 seventh graders, and 41 eighth graders. Responses to a one-page survey indicated that students reported more anger situations in the family than in any other setting. White students were somewhat more likely to report family conflict, especially with siblings, than were teens of other racial backgrounds. Anger with parents remained relatively stable over the three years, but anger with siblings decreased. Unhealthy responses to anger, such as hitting, swearing, revenge or even the silent treatment, are the more common responses from middle schoolers, but about 15 percent reported responding in a nonviolent way. Students reported the land. The people who live in Iraq represent a number of ethnic groups, physical types, and languages. Approximately 77 percent of the population are Arabs, about 19 percent are Kurds, and the rest are a variety of different groups. Nearly all follow Islam, and all speak at least a few words of Arabic, the state language. Regardless of social class, the most powerful unit in Arab society is the extended family or tribe. Iraq has never been a region of harmony, and the traditional tensions between ethnic groups have worsened due to recent political events and the embargo against Iraq. Everyday behavior among Arabs reflects much of Islamic beliefs and culture, and many of these cultural traditions are brought to this country by refugees. Cultural traditions common to many Iraqis are outlined, and a discussion of the Arabic language is presented. An annotated bibliography lists 37 books and articles about Iraq. (SLD)

ED 386 523   UD 030 590

Jefferson County Public Schools. 1993-94 Annual Report to the Edna McConnell Clark Foundation.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- 94
NOTE- 35p.; Photographs and text in highlighted boxes may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Educational Change; Educational Planning; Expectation; Grants; Intermediate Grades; Junior High Schools; *Middle Schools; Participation; Program Evaluation; *Program Implementation; Staff Development; Standards; State Legislation; Teaching Methods; *Urban Schools
IDENTIFIERS- Edna McConnell Clark Foundation; *Jefferson County Public Schools KY; Kentucky; Kentucky Education Reform Act 1990; Reform Efforts

In 1988, the Jefferson County Public Schools, in Louisville (Kentucky), received an initial planning grant from the Program for Student Achievement of the Edna McConnell Clark Foundation to focus on three "highs" in education--high content, high expectations, and high support. The school district chose three middle schools to participate in this reform project due to their large populations of disadvantaged youth. These schools extended this "high" concept to include high involvement and high energy and adopted the High-Five logo as a visible reminder to staff and students. During the grant period, the Kentucky legislature enacted the Kentucky Education Reform Act (KERA). The staff of the project schools found that their reform efforts closely aligned with the KERA objectives, and this alignment gave them an advantage in meeting the KERA expectations. Progress toward the High-Five goals and the KERA mandates is detailed. Evaluation of the efforts at the three schools has demonstrated the importance of staff development and the need for more programs and activities that focus on practical and real life experiences for students and teachers. A number of instructional strategies and processes were found to support project goals. Increasing numbers of teachers are becoming devoted to program ideals and goals. Two graphs and 25 tables illustrate program achievements. (SLD)

ED 386 524   UD 030 591

Garbarino, James
Raising Children in a Socially Toxic Environment.

Characteristics; Higher Education; *Institutional Research; Job Satisfaction; *Researchers; Staff Role
IDENTIFIERS- *Southern Association for Institutional Research

A study was done on the variation in characteristics, roles, and functions of institutional research professionals affiliated with the Southern Association for Institutional Research (SAIR). The study examined professional role identity, location of offices in the organizational hierarchy, breadth of institutional research activities undertaken, and perceived levels of satisfaction with various activities. Respondents (110 out of 240) to a survey provided demographic data and information on degrees of institutional research activity, location of research office in organizational structure, and individual to whom the respondent reported. Respondents also described other professional development activities and other job related responsibilities. Data on the size and scope of the research office were also collected. Analysis found that: (1) the smaller the institution the more likely it was that the institutional research office reported directly to the president; (2) about 25 percent of research professionals taught an academic course; (3) one-third were currently engaged in research activities for professional development; (4) location in the organizational hierarchy did not appear to influence longevity in an institutional research position or professional satisfaction; and (5) offices had a mean staff size of 4.53 and overall group mean salary was $46,852. (Contains 32 references.) (JB)

ED 386 137 HE 028 545

Women in Higher Education Management.
PUB DATE- 93
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrator Role; *College Administration; Developed Nations; Developing Nations; Foreign Countries; Higher Education; Management Development; Regional Characteristics; Sex Role; *Women Administrators
IDENTIFIERS- Bahrain; Canada; Caribbean; Finland; France; Glass Ceiling; India; Indonesia; Malaysia; Nigeria; Peru; South Pacific; United States; University of the South Pacific (Fiji); University of the West Indies; West Indies; Women College Presidents

This volume contains 11 papers on the under-representation of women in higher education management in Bahrain, Finland, France, India, Indonesia, Malaysia, Nigeria, Peru, the United States and Canada, the South Pacific and the West Indies. All papers were written by women vice-chancellors, presidents and senior managers of universities in those nations. The papers are: "Bahrain: The Role of Women in Higher Education Management in the Arab Region" (Rafica S. Hammoud); "Finland: Women in Higher Education in Finland" (Veronica Stolte-Heiskanen); "France: The Role of Women in the Administration of Higher Education in France" (Michele Gendreau-Massaloux); "India: The Place of Women in the Management of Higher Education in India" (Suma Chitnis); "Indonesia: Indonesian Women in Higher Education Management" (Mariana Setiadarma); "Malaysia: Women Managers in Higher Education in Malaysia" (Asmah Haji Omar); "Nigeria: Women in Higher Education Management--The Nigerian Context" (Grace Alele Williams); "Peru: The Woman's Role in the Administration of Higher Education in Peru" (Gladys Buzzio Zamora RSCJ); "USA/Canada: Women in Higher Education Management preservice teacher education; a research review of telecommunications networks; and a review of past and current federal programs and support for teacher development and technology. The six chapters include: "Summary and Policy Options"; "The Promise of Technology for Teachers"; "Technology Access and Instructional Use in Schools Today"; "Helping Teachers Learn About and Use Technology Resources"; "Technology and the Preparation of New Teachers"; and "Technology and Teacher Development: The Federal Role." Six appendices provide a list of boxes, figures and tables; sources of survey data; a glossary; a list of workshop participants, and reviewers and contributors; a list of contributing sites; and contractor reports prepared for this assessment. An index is included. (MAS)

ED 386 156   IR 017 277

Poliner, Elizabeth A.
Development of an Operating Plan for Implementation and Evaluation of an Adult Education Network and Electronic Journal at Nova Southeastern University.
PUB DATE- Aug 94
NOTE- 259p.; Ed.D. Research Project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Adult Education; College Administration; *Evaluation Methods; Higher Education; *Information Networks; Operations Research; *Planning; Scholarly Journals
IDENTIFIERS- *Electronic Journals; *Nova Southeastern University FL

The purpose of this study was to develop an operating plan for the implementation and evaluation of an adult education network, AEDNET, and electronic journal, "New Horizons in Adult Education," at Nova Southeastern University (Florida). The following research questions were addressed in this study: (1) What does the literature indicate in regard to electronic networks and journals in adult education? What is an electronic network? What is meant by an electronic journal? What emerging technologies will impact this type of network and journal? What are the current academic networks and journals now in operation? How are they functioning? To what extent are their sponsoring agencies satisfied with their operations?; (2) What are the problems and issues surrounding the assumption, implementation, and expansion of an electronic network and refereed electronic journal?; (3) How should the policy-making advisory process be structured within the program and the university? How should the journal editorial review process function?; (4) How should the network and journal be funded? Are there appropriate sources for grants to continue and expand activities?; (5) How should their benefits and value be promoted within the university and the adult education practitioner and student community?; (6) How should faculty and students be trained? How should the network and journal be staffed?; (7) What information about the network and journal should be disseminated and how?; and (8) How should the network and journal be formally evaluated? Results indicate the importance of several areas of implementation: it is essential that an evaluation plan be developed and implemented, so that improvements and decisions related to the network and journal may be based on the needs and expectations of the participants, and improvement plans are needed for marketing, technology,

(055)
DESCRIPTORS- *Academic Libraries; *Emergency Programs; Higher Education; Library Materials; *Library Planning; Library Services; *Responsibility; *Safety
IDENTIFIERS- *Radford University VA

This manual is a looseleaf guide to handling emergency situations within the McConnell Library of Radford University (Virginia). It provides instructions for identifying, monitoring, and addressing issues of the safety of patrons and employees at the library, describing emergency procedures, safety equipment, and the evacuation process, and specifying individual responsibility for each area of the building. Fire, bomb threats, hazardous material contamination, power outages, elevator failure, medical emergencies, and security problems (including damage to library materials) and evacuation plans are addressed. Maps of the five library levels are included. (SLD)

ED 386 176 IR 055 583

Millet, A. P. U., Comp.
Bibliographical Work in New Zealand 1995: Work in Progress and Work Published.
PUB DATE- 95
NOTE- 35p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agriculture; *Annotated Bibliographies; Area Studies; Art; Biology; Engineering; Fisheries; Foreign Countries; Forestry; History; Library Science; Literature; Philosophy; *Publications; Questionnaires; Recreation; Religion; Social Sciences; Technology
IDENTIFIERS- *New Zealand

This document is the 16th issue of an annual series of bibliographic work in New Zealand. The first section, "Bibliographical Work in Progess at June 1995," is compiled from a questionnaire mailed to bibliographers who are listed in the 1993 and 1994 issues and who have not since published; and to educational, government, medical, special, and large public libraries in New Zealand. Entries from the 1994 issue for which details have not been re-confirmed are marked. The second section, "Bibliographies Published Since June 1994," is compiled from the following: submissions from librarians and bibliographers, entries in the "New Zealand National Bibliography" (July 1994-June 1995) and "Index New Zealand" (July 1994-June 1995), library accessions lists, and bibliographies received by the University of Waikato Library, as well as a few titles published prior to June 1994 which have not been listed in earlier issues. Entries are listed only once and arranged under the following broad section headings: general bibliographies, special classes of material, and librarianship; philosophy and religion; social sciences; biological and medical sciences; agriculture, forestry and fisheries; engineering, domestic, and applied sciences; arts; recreation and sport; language and literature; geography, history, and area studies; and personal bibliography. A subject and author index is also included. (AEF)

ED 386 177 IR 055 589

Fast Facts: Recent Statistics from the Library Research Service, Nos. 92-93, 95-101, February 14, 1995-June 10 1995.
PUB DATE- 95

planning for system services, other operational areas, and contract and reporting dates calendars are the topics of Chapter four, "The Administration of Systems." Chapter five, "Essential Documents for System Management," examines state documents and system working documents. An appendix outlines roles and responsibilities of advisory council members. (MAS)

ED 386 197 IR 055 612

Long Range Plan for Statewide Library Development in Texas: 1996 to 1999.
PUB DATE- Jul 95
NOTE- 233p.; For the 1994-97 plan, see ED 363 352.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Library Automation; *Library Development; Library Planning; *Library Services; *Long Range Planning; Objectives; *Public Libraries; Shared Library Resources
IDENTIFIERS- Library Services and Construction Act; Texas; *Texas State Library

Texas State Library's 1996 to 1999 long range plan for library development provides for the establishment and expansion of programs needed to carry out the objectives of the Library Services and Construction Act (LSCA) and the Library Systems Act (LSA). The first three chapters give an overview of the Statewide Library Development Program of the Texas State Library. An assessment of the current situation of libraries in Texas is provided, the goals and objectives for improving library services in the coming years are set forth, need for those services is established, and cost estimates are given to raise current levels of service to standards. Five major goals are examined: (1) improve library service and increase library resources through financial support; (2) make material and information more easily available to patrons by encouraging libraries to share resources; (3) extend library service into unserved areas; (4) provide needed training and information for librarians and those in positions of responsibility; and (5) enhance services to persons with special needs. Goals, standards, need indicators, objectives, and tasks are outlined for LSCA projects in 17 areas of service. The 10 appendices provide more detailed information about the Library Development Program. Examples of these include an "Automation and Resource Sharing Plan," "Library Automation Standards and Guidelines," and "General Guidelines for Reciprocal Borrowing." Contains seven references. (Author/MAS)

ED 386 198 IR 055 613

Travis, Gayle A.
Once upon a Planet...Program Guide for the Texas Reading Club 1995.
SPONS. AGENCY- Texas State Library, Austin. Dept. of Library Development.
PUB DATE- 95
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Elementary Education; Family

indexes and abstracts; and government documents and statistics. Notes, lists of sources and additional readings are included at the end of each chapter in part 2. Throughout the text, specific issues, concepts, and search strategies are highlighted. Author/title and subject indexes are also provided. (AEF)

ED 386 217 IR 055 658

Attacks on the Freedom To Learn 1994-1995 Report.
PUB DATE- 95
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Censorship; Elementary Secondary Education; Information Sources; *Intellectual Freedom; *Public Education; Questionnaires; *Reading Materials; Religious Factors; Student Developed Materials; Surveys; *Trend Analysis
IDENTIFIERS- *Controversial Topics

This report is the 13th annual survey of censorship and related challenges to public education. The primary sources of information were teachers, librarians, school officials and parents who responded to mailed questionnaires or who contacted the researchers individually. In addition, information was gathered from news reports and various forms of outreach to parents and education professionals. The report is divided into two sections. In section 1, trends are reported and analyzed; section 2 is a state-by-state accounting of attacks on the freedom to learn, in which short descriptions of each documented incident are presented. These case studies illustrate how incidents have played out in communities across the nation. A map of regional and state breakdowns is also provided. Findings indicate the following: attacks overall continue at record levels; censorship remains at near record levels and censors succeed in half of all challenges; scope of challenges to materials widens; no area of public education was left unaffected; Religious right political groups lead the charge; objections based on sexual content, objectionable language, and religion are most frequent; anti-gay objections are on the rise; a new wave of sex education controversies exist; and student newspapers, school plays and magazines are frequent targets. Appendices include lists of most frequently challenged materials, books and authors and states with the most challenges. (AEF)

ED 386 218 IR 055 659

Heaviside, Sheila; And Others
Services and Resources for Children and Young Adults in Public Libraries. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 132p.; For the first national survey of young adults (1988), see ED 301 999 and for the first national survey of children, see ED 320 610.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Childrens Libraries; Elementary Secondary Education; Ethnic Groups; Homework; Librarians; *Library Materials; *Library Services; *Library Surveys;

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; Community Colleges; Educational Cooperation; *Educational Research; Electronic Mail; *Faculty Development; Information Dissemination; *Instructional Improvement; *Research and Instruction Units; *Research Methodology; Two Year Colleges
IDENTIFIERS- Tulsa Junior College OK

The Creative Teaching and Learning Cooperative (CTLC) of Tulsa Junior College's Southeast Campus is working to establish a new research protocol reflective of the community college's instructional mission in higher education. This protocol is more collaborative than the traditional university paradigm which rewards faculty for writing and publishing. Although college faculty and students do publish, many other methods are employed to share results of daily classroom field research, including a Faculty Research Center, electronic mail discussion groups, lunch discussion sessions, a computerized adjunct survey, computer workshops, and yearly off-campus retreats offering roundtable discussions on topics for teachers. The CTLC is organized through problem-solving task forces that identify concerns in the teaching and learning environment, and 90% of the Campus' faculty and administration have voluntarily participated. The CTLC research protocol involves four steps: genesis, where a person or group awakens to research possibilities; immersion, the study stage; formulation, or the development of all the hypotheses, conclusions, creations, lectures, presentations, strategies, solutions, plans, paradigms from the study; and regeneration, where information is communicated to colleagues to confirm and validate. Although the CTLC has only been in existence for about 2 years, it has grown rapidly through faculty dedication and fast and efficient campus communication through voice mail and electronic mail. (KP)

ED 386 236   JC 950 427

Academic Progress of Developmental Students, Fall 1993-Spring 1995.
PUB DATE- Sep 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Comparative Analysis; *Developmental Studies Programs; *Grade Point Average; Outcomes of Education; Program Effectiveness; Student Characteristics; Student Placement; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Laramie County Community College WY

A study was conducted at Laramie County Community College to assess the performance of developmental students and evaluate the effectiveness of the college's testing and placement system. The study tracked students entering in fall 1993 whose placement scores identified them as developmental to determine actual enrollment and performance in developmental courses and enrollment and performance in higher-level related courses over 4 semesters. Study findings included the following: (1) 26% of the students were deficient in English, mathematics, or reading, while many were deficient in more than one area; (2) the completion rate up to spring 1995 was 6% for the sample, comparable to the completion rate for non-developmental students; (3) in fall 1993, developmental students had a composite grade point average of 2.72, compared to 2.61 for the frequencies of the zip codes of students' home residence for those enrolled in spring 1993, the year before the earthquake, to those in spring 1994. End-of-term data was examined for both semesters, counting only students who continued their enrollment through the first census. An 11% drop in enrollment was found from spring 1993 to spring 1994, falling from 6,577 to 5,853. For students residing within the college's district, there was an overall decline of 12.5%, ranging from a high of 15.4% for the city of Valencia to a low of 9.9% for Saugus. For students residing outside of the district, enrollment decreased overall by 84 students from spring 1993 to spring 1994, representing a 5.8% decrease. When examining out-of-district enrollment by area, the greatest number decreases were found for the east and west sections of the San Fernando Valley and for students from out of the local area. Student enrollment from northeast of the college, however, actually increased by 47 students or 28%. Data tables are included. (KP)

ED 386 253 JC 950 445

Mattice, Nancy J.
Campus Climate Faculty/Staff/Administrator Survey. Institutional Research.
PUB DATE- May 95
NOTE- 49p.; For the spring 1994 student survey, see ED 374 854.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Affirmative Action; *College Environment; Community Colleges; Comparative Analysis; Disabilities; *Diversity (Institutional); *Educational Environment; *Employee Attitudes; Ethnic Discrimination; Minority Groups; Questionnaires; School Surveys; Sex Discrimination; *Student Attitudes; Two Year Colleges
IDENTIFIERS- College of the Canyons CA

In fall 1994, College of the Canyons (COC), in California, conducted a survey of all 380 faculty, staff, and administrators to determine their attitudes toward and experiences at the college. The survey rate was 31.8%, with 121 responses and results were compared to findings from a spring 1994 survey completed by 545 students for a 30.8% response rate. Study findings included the following: (1) while all administrators and nearly 90% of the faculty believed diversity was a good thing for COC, only 84% of staff and 79% of students agreed; (2) 50% of faculty, 58% of staff, and 47% of students believed that promoting diversity leads to the admission of too many underprepared students; (3) 86.3% of faculty, 88.2% of administrators, 80% of staff, and 77% of students agreed that COC had achieved a positive climate for diversity; (4) while 60% of faculty and 85% of administrators disagreed that affirmative action leads to the hiring of less qualified faculty and staff, 64% of staff and 56% of students agreed; (5) for all groups, the most commonly cited discrimination was that based on race/ethnicity or gender, while the least commonly cited was that based on sexual orientation and disability; (6) 44.5% of faculty, 33.8% of staff, and 83.4% of administrators reported that they had participated in an organized diversity activity in the past year; and (7) 22.5% of faculty pointed to a scarcity of qualified minority candidates as a major obstacle to increasing diversity, compared to 3% of staff and 16.7% of administrators. Responses to open-ended questions are included. The survey instrument is attached. (KP) in Arizona schools. This document provides the discussions, recommendations, and review of Task Force meetings held in 1990 and 1992 and consists of two reports. The first report, "Teaching Values in Arizona Schools", issued in June 1990, examines the issue of values education in response to specific societal concerns. The report offers recommendations to the State Board of Education, an introduction, the summary of the project, program implementation recommendations, and a historical perspective on values instruction. Appendix A, a report entitled "Character Development in the 90s: A Reaffirmation of Values," describes the premises underlying values instruction and a suggested common core of values. Appendix B consists of comments of state board members on the values education report, and Appendix C is a list of the Task Force members. This report contains 12 references. The second report, "Making It Happen: Values Education in Arizona Schools," issued in February 1992, outlines the need for values education, defines values education, and discusses the elements of a values education program. Three appendices contain the review of selected methods used in values education, the proposed timetable for values education implementation and a list of Task Force members. Contains 37 references. (AP)

ED 386 271 PS 023 192

Grotberg, Edith H.
A Guide to Promoting Resilience in Children: Strengthening the Human Spirit = Guia de Promocion de la Resiliencia en los Ninos para Fortalecer el Espiritu Humano.
PUB DATE- Feb 95
NOTE- 60p.; English version printed on colored paper.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Role; Child Caregivers; *Coping; Developmental Stages; Early Childhood Education; Family Influence; Foreign Countries; Helping Relationship; Infants; *Personality Traits; Preschool Children; *Young Children
IDENTIFIERS- Portugal; *Resilience (Personality)

Resilience is an important trait because it is the human capacity to face, overcome, be strengthened by, and even transformed by the adversities of life. This guide provides ways to promote resilience in children and help them learn to improve many aspects of their own resilience. The guide is centered on three features, or sources, of resilience: "I HAVE," "I AM," and "I CAN." The guide presents a framework for the development of children, offering resilience features on each age and examples of actions that do and do not promote resilience, according to the following age ranges: (1) birth through 3 years; (2) 4 through 7 years; and (3) 8 through 11 years. Four appendices provide examples of the three sources of resilience (I HAVE, I AM, and I CAN), ways to think about resilience, a form for feedback, and a comment sheet on how the guide was used. The Spanish version is attached. Contains 26 references. (AP)

ED 386 272 PS 023 200

The Academy Update (Early Childhood Professionals Collaborating for Quality), 1992-1995.
PUB DATE- 94
NOTE- 53p.; Volume 2, number 2 was not published.

IDENTIFIERS- *Children of Homosexual Parents; Homosexual Literature; Homosexual Parents

Although an estimated 6 to 14 million children live with a sexual minority parent, it is apparent that these children's needs are not being entirely met by school efforts to be more inclusive. This study examined: (1) how well or poorly the resources of elementary and middle school libraries meet the needs of these children; and (2) what educators' views and ideas are for implementing curriculum changes and support services for these students. Availability of library books and other school related materials depicting alternative family experiences and lifestyles was assessed in a cross-section of schools. In addition, classroom teachers, school personnel, and administrators in graduate level education administration programs were surveyed. The results suggested that, contrary to the general belief of lack of these types of families in rural settings, most of the 14 participant teachers reported specific cases. As for the school libraries, none of the 10 participating school districts had available any fiction book devoted explicitly to the gay family, which was depicted only in books describing different types of alternative families. Regarding educators' beliefs, it appeared that although educators do have an understanding and sensitivity of the needs of this group of students, and are willing to extend services to them, they tended to shift the responsibility onto other parties such as counseling or community resources. Several recommendations were drawn from the results to help educators better meet the needs of these students, including the following: (1) conduct staff sensitivity training; (2) encourage participation of parents in all aspects of the child's education; and (3) keep an open mind. (A copy of the Alternative Families Questionnaire and a list of recommended books for children living in lesbian and gay families are attached.) (AA)

ED 386 291 PS 023 488

Maaka, Margaret J.; Wong, Eddie K.

Semantic Memory Organization in Young Children: The Script-Based Categorization of Early Words.

PUB DATE- Apr 94

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; *Classification; Cognitive Development; *Cognitive Processes; Cognitive Structures; Early Childhood Education; Elementary School Students; Language Acquisition; Memorization; Preschool Children; *Recall (Psychology); *Schemata (Cognition); Scripts; *Young Children

IDENTIFIERS- Memory Tasks; Semantic Categories; *Semantic Memory

This study examined whether scripts provide a basis for the categories preschool children use to structure their semantic memories and whether the use of taxonomies to structure memory becomes more common only after children enter elementary school. Subjects were 108 children in three equal groups of 18 boys and 18 girls children each of 4-, 5-, and 6-year-olds. In each group, subjects were randomly assigned to either the taxonomy list condition or the script list condition. After being exposed to either taxonomy-based or script-based memory strategies, children were then shown pictures of clothing,

Cuffaro, Harriet K.
Experimenting with the World: John Dewey and the Early Childhood Classroom.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; Childhood Needs; *Curriculum Development; Democratic Values; Early Childhood Education; Educational History; Educational Objectives; *Educational Philosophy; *Educational Theories; *Experiential Learning; Individual Development; Learning Theories; Nontraditional Education; Personality Development; Play; Social Influences; Teacher Role; Teacher Student Relationship; *Teaching Methods; Teaching Models
IDENTIFIERS- *Dewey (John)

Highlighting the importance of teaching practice grounded in a consciously held, critically examined philosophical framework, this book examines the contribution of John Dewey's philosophy to the early childhood teacher's theoretical base for practical direction and decision making. A detailed account of how Dewey's educational philosophy may be translated into the everyday life of the classroom is provided. Particular attention is given to the concepts of the social individual and experience, and to the complexities involved in experiential learning. After a general introduction, chapter 2 introduces Dewey and his philosophy of education. Chapter 3 places the social individual in an early childhood setting and poses questions related to the development of curriculum. Chapter 4 examines the partnership between children and teachers in developing curriculum. Chapters 5, 6, and 7 examine experience both in its variety and detail, and illustrate how it can be adopted in an early childhood setting. Chapter 8 returns to the personal and to the difficulties encountered in connecting Dewey's thought and vision with the daily life of the classroom. The book includes a bibliography of over 75 items that includes works by Dewey, edited collections of his writings, and writings about him. (AA)

ED 386 309 PS 023 541

How Block Grants Can Make--or Break--Supports for Families: A Working Paper.
PUB DATE- May 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Block Grants; *Children; Cooperative Programs; Economically Disadvantaged; Family Life; Family Problems; *Family Programs; Federal Aid; Federal Legislation; Financial Support; Intervention; Low Income; Politics; Poverty; Public Policy; *Social Services; State Aid; *Youth
IDENTIFIERS- Family Support; Proposed Legislation; Support Services

This paper represents a pooling of diverse perspectives and experiences of four organizations concerned that the current block grant structure of funding for social and family support services will not adequately improve the social services system

ED 386 328 PS 023 630

St. Pierre, Robert; And Others
National Evaluation of the Even Start Family Literacy Program. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 23 Jan 95
NOTE- 289p.; For appendices and executive summary, see PS 023 631 and PS 023 632, respectively; for earlier reports, see ED 365 044; ED 357 888; ED 365 476.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adults; Disadvantaged Environment; Disadvantaged Youth; *Early Childhood Education; Elementary School Students; Integrated Services; Intervention; Language Acquisition; Literacy; *Literacy Education; Parenthood Education; Parenting Skills; Preschool Children; Program Effectiveness; Program Evaluation; *School Readiness; Services; Vocabulary Skills
IDENTIFIERS- *Even Start; *Family Literacy; General Educational Development Tests; Peabody Picture Vocabulary Test

The Even Start program was implemented to improve the educational opportunities of U.S. children and adults by integrating community early childhood education and adult education for parents into a unified family literacy initiative. This document is the final project report of the National Evaluation of the Even Start Family Literacy Program, a 4-year effort designed to describe types of Even Start projects that were funded, the services provided, the collaborative efforts undertaken, and obstacles to implementation that were encountered. The 13 chapters discuss: (1) program background; (2) program design and evaluation; (3) in-depth descriptions of several participating literacy projects; (4) characteristics of program participants, projects, and staff; (5) participation in and amount of services; and (6) assessing effects of Even Start on participants. Effects discussed were those on children, parent literacy, parenting skills, and family life. Program cost is discussed, and a summary and conclusions of the evaluation are also presented. This summary notes that Even Start produced some positive short-term effects on children and adults, although those effects vary greatly across projects. On average, the resulting gains were no greater than those that similarly motivated families would obtain from locally available services. For Even Start to have a larger effect, the program would need to provide services more intensively. (Contains 72 references.) (JW)

ED 386 329 PS 023 631

St. Pierre, Robert; And Others
National Evaluation of the Even Start Family Literacy Program. Final Report: Executive Summary.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 23 Jan 95
NOTE- 26p.; For final report and appendices, see PS 023 630 and PS 023 632, respectively; for earlier reports, see ED 365 044; ED 357 888; ED 365 476.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adults;

population did not consistently participate in forums and that organizing efforts had become obsolete. In 1992-93, CREPA launched a new sociocultural action program aimed at addressing functional illiteracy and changing individual attitudes. Information cards were sent home every 15 days throughout the school year with the objective of conveying information and raising topics for discussion at bimonthly neighborhood meetings. These cards also encouraged the improvement of reading and writing skills. Program evaluation revealed that 95 percent of families accepted the new program; that initially there was a high degree of citizen participation, but participation declined during the winter months; and that the lack of economic means interfered with some social platforms initially planned for the program. However, many activities during the program's first year were deemed successful including information campaigns on nutrition, support for newspapers or magazines in two municipalities, implementation of an informal library, and promotion of an agricultural marketing cooperative. (LP)

ED 386 346   RC 020 238

Fernandez, Ermitas
"Preescolar Na Casa": Teaching Parents To Teach Children. Chapter 3.
PUB DATE- 94
NOTE- 15p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; Disadvantaged; Educational Needs; Foreign Countries; Home Instruction; Outreach Programs; Parent Attitudes; *Parent Education; *Parents as Teachers; Parent Student Relationship; *Preschool Education; Rural Areas; *Rural Education; *School Readiness; *Young Children
IDENTIFIERS- *Spain

This chapter describes a school readiness program that has been implemented in rural Galicia (Spain) since 1977. Data reveal that 70 percent of Galicia's population lives in rural areas, the economy remains primarily agricultural, Galicians earn less than the national average and have the largest number of public assistance recipients, and there is a 40 percent failure rate in the schools (higher in rural areas). The program aims to prepare parents to create a conducive educational environment in the home and to choose activities that support their children's development in all areas. The families of 2,658 children aged 0-6 are currently involved in the program, which has 22 counselor teachers, 4 volunteers, 19 aides, and 6 municipal councils. Meetings are held with parents and children every 2 weeks and include presentations of children's home learning activities, instructions for parents on home learning activities, planning for future activities and learning themes, and discussion of child rearing issues. Other program activities include a parent newsletter, radio programs for parents and children, a weekly half-hour television program for parents, resource materials concerning child rearing, and the publication of booklets for parents on various subjects. Program evaluation reveals that meetings have enhanced the self-esteem of parents, improved the quality of family life for participants, led to better use of local resources, and resulted in parents' active participation in their children's education. Additionally, children displayed improved discusses the texture conveyed through storytelling, differences between orality and literacy, techniques of storytelling, and the power and creative force of words (literally, the power to make the world). "You've Gotta Go Inside" describes the context of storytelling, including the time for stories and purposes of oral literature. Appendices discuss text interpretation and present a generalized lesson plan adaptable to grades K-12. Contains 126 references, a glossary, an index, and photographs. (SV)

ED 386 364 RC 020 271

McShane, M., Ed.; Walton, J., Ed.
"Think Tank" on Research into Rural Education. Proceedings of the Conference Held by the Rural Education Research and Development Centre (Townsville, Queensland, Australia June 10-14, 1990).
PUB DATE- Jun 90
NOTE- 210p.; For three selected individual papers (out of 21), see RC 020 272-274.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Boarding Schools; Community Schools; Delivery Systems; Distance Education; *Educational Research; Elementary Secondary Education; Foreign Countries; Geographic Isolation; Higher Education; Indigenous Populations; *Rural Education; Rural Schools; School Community Relationship; Small Schools; Telecommunications; Womens Education
IDENTIFIERS- *Australia; *Research Priorities

A conference was held to develop a plan of research into rural education in Australia and to form a consortium of rural education researchers. Part I of this proceedings contains an introductory paper, "Rural Education: The State of the Art" (Steve Clark), which analyzes research in rural education in Australia in recent decades with regard to four themes: schooling (teachers, students, school-community relationships, accommodation); technology; educational delivery (equal opportunity, curriculum, decentralization, service delivery, models); and the dichotomy between education in rural areas and rural education. Part II contains papers or summaries of papers on Australian rural research, criteria for prioritizing research, education of Aborigines and Torres Strait Islanders, education and training needs of rural women and girls, applications of communications technology in education, symbiotic relationships between rural schools and their communities, education in rural Scotland, national assessment of the Country Areas Program, and a model of educational delivery in remote areas. Part III outlines the "think tank" discussion and decision making process; summarizes working groups and plenary sessions; presents reflections of working group members; lists and ranks all research recommendations of the working groups; and lists immediate research priorities in the areas of schooling, community, delivery, technology, and special needs groups. Appendices contain the conference schedule, list of participants, and description of research activities at the University of Western Australia. (SV)

ED 386 365 RC 020 272

Clark, Steve
Rural Education: The State of the Art. "Think Tank" Introductory Paper.
PUB DATE- Jun 90
NOTE- 62p.; In: "Think Tank" on Research into Rural Education.

males and females start with mathematics majors, females comprise 43% of those completing the undergraduate degree and 20% of those completing the Ph.D. This paper synthesizes findings from two lines of research to shed light on this pattern of participation and persistence in mathematics. First, grades earned in mathematics by males versus females, and persisters versus switchers are examined. Studies of over 39,000 undergraduates indicate that females earn higher mathematics grades than males. Also, switchers earn grades equal to those of persisters, and some of the most talented males and females switch out of mathematics. Second, interview studies of over 1,500 students interested in mathematics and science from over 20 colleges and universities are examined. In every study, undergraduates complain that mathematics courses are designed to weed out students rather than to encourage the best to persist. Switchers, more than persisters, point out the poor quality of undergraduate mathematics instruction compared to instruction in other courses. Low quality of instruction weighs more heavily than do success factors in students' decisions to switch out of mathematics, and more females than males decide to switch. A serious consequence of the perceived low quality of mathematics instruction is the loss of talented students to other majors. (Contains 122 references.) (Author/MKR)

ED 386 385 SE 056 551

Carl, Iris M., Ed.
Prospects for School Mathematics. Seventy-Five Years of Progress.
PUB DATE- 95
NOTE- 340p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Cognitive Development; *Educational Change; Elementary Secondary Education; *Mathematics Instruction; *Sociocultural Patterns
IDENTIFIERS- National Council of Teachers of Mathematics; *Reform Efforts; *Subject Content Knowledge

This book offers a broad view for a varied audience of what the vision expressed in all three National Council of Teachers of Mathematics' Standards documents will look like when aligned with practice and outlines ways in which desired changes can be realized. Six sections and 21 chapters in the book are: Section I--History: (1) "Paths to the Present" (J. Kilpatrick, G. M. A. Stanic); Section II--Students: (2) "How Primary Students Think and Learn" (P. F. Campbell, M. L. Johnson), (3) "What Secondary Mathematics Students Can Do" (R. Borasi), (4) "Empowering All Students to Learn Mathematics" (G. J. Cuevas), (5) "Opportunity to Learn: Can Standards-Based Reform Be Equity-Based Reform?" (J. Oakes), (6) "Mathematics Excellence for Cultural 'Minority' Students: What Is the Problem?" (A. G. Hilliard III), and (7) "Trends in Mathematics Achievement for Young Men and Women" (N. Burton); Section III--Teachers and Teaching: (8) "How Should Mathematics Be Taught?" (G. Lappan, D. Briars), (9) "Teacher Preparation" (J. O. Swafford), (10) "Who Will Teach?" (S. M. McBay), (11) "The Highway to Personal Professional Development" (L. C. Bolster), and (12) "The National Board for Professional Teaching Standards: Making Professional Development 'Professional'" (J. A. Kelly); Section IV--Conent: (13) "Mathematics for Work and Life" (L. A. Steen, S. L. Forman), (14) "Changing the Mathematics We Teach" (C. Seeley), and (15) "Rich Conent" (R. P. Mills); Section V--Context: (16) "Schooling U.S.A." (J. I. Goodlad), (17) "Standards-Based their country, and a large number of illustrations and possible counter-measures were mentioned. (Author/RJC)

ED 386 409 SO 025 266

Elium, Jeanne; Elium, Don
Raising a Daughter: Parents and the Awakening of a Healthy Woman.
PUB DATE- 94
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Child Rearing; *Daughters; *Family Life; *Females; Kinship; *Parent Child Relationship; Parent Role; Sex Differences; Sex Role; Sex Stereotypes; Womens Studies

This book contends that girls care is different than boys, and they require different parenting techniques. This book explores a girl's unique emotional and psychological make-up, offering advice to nurturing parents. The book is divided into three parts. Part 1, "Girls and Women--the Challenge of Being Female," contains the first four chapters: (1) "The Problem with Girls"; (2) "What Are Little Girls Mde Of?"; (3) "Becoming a Woman"; and (4) "The Cultural Force--A Question of Competence." Part 2, "Parenting a Daughter," contains chapters five through eight: (5) "The Parenting Partnership"; (6) "Fences: Developing Healthy Personal Boundaries"; (7) "Inner Guidance System: Feeling, Thinking, and Willing"; and (8) "The Positive Intent." Part 3, "From Cradle to Career," contains chapters 9 through 12; (9) "The 'Watch Me!' Years: Birth to Seven"; (10) "The 'I Can Do Anything!' Years: Eight to Twelve"; (11) "The 'You Just Don't Understand Me!' Years: Thirteen to Seventeen"; and (12) "The 'I'm Trying to Find Myself' Years: Eighteen to Twenty-nine." (EH)

ED 386 410 SO 025 274

Gay, Geneva
At the Essence of Learning: Multicultural Education.
PUB DATE- 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Cross Cultural Studies; Cultural Context; *Cultural Differences; *Cultural Pluralism; Democracy; *Diversity (Institutional); Educational Improvement; *Educational Quality; Elementary Secondary Education; Freedom; *Intergroup Relations; Justice; Multicultural Education; Social Integration; Student Characteristics

This book is based on the simple premise that good teaching and multicultural teaching are indistinguishable. This premise is based on the belief that multicultural education is not a fringe or radical movement designed to threaten the basic mainstream of educational thought and practice. The child is the meaning-maker and that the teacher's task is to build structures and create strategies that help all children gather meaning from their surroundings. The key questions that guide discussion throughout the book are: (1) What is the relationship between principles of general and multicultural education? and (2) Why is it important for teachers to understand this relationship? The book is divided into five chapters: (1) "Principles of General Education"; (2)

students who are learning to be teachers must learn in a way that emphasizes relationships; (4) professional education materials and textbooks must address issues pertinent to multicultural populations; and (5) teacher education programs must devote more attention to the important roles that parents and community play in the effective education of students. The paper concludes that any educational system that ignores the history and perspectives of its students or does not attempt to accommodate its teaching practices for the benefit of all its learners is contributing to the pervasive inequality of opportunity which marks our society today. (ND)

ED 386 428 SP 036 177

Markens, Bruce
The Prospects of NEA-AFT Merger Based on the New York Experience.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Elementary Secondary Education; *Governance; *Mergers; Opinion Papers; *Teacher Associations; *Unions
IDENTIFIERS- *American Federation of Teachers; *National Education Association; New York; Union Leadership

The history of the New York State United Teachers (NYSUT) and its relationship with the National Education Association (NEA) and the American Federation of Teachers (AFT) sheds some light on the most recent failed attempt of the NEA and the AFT to merge. The merger, in 1972, of NEA's New York State Teachers Association with the AFT's New York State Federation into the NYSUT represented the largest merger agreement in teacher union history and anticipated the prospect of a merged national teachers union. The factors influencing the New York merger and the ensuing experiences with the disaffiliation of some NEA locals provide insights into the problems and obstacles a merged national organization may have to overcome. In particular, the AFT is committed to a highly disciplined political structure based on a strong, centralized caucus system, relying on a leadership cadre to formulate policies which they disseminate downward to the membership. This structure, which also became dominant in the NYSUT, stands in contrast to the more open, decentralized organization of the NEA, which allows for secret ballot to determine association policy, proportional representation, and term limits. A merger of the NEA and AFT would not guarantee the adoption of the latter's caucus and governance system since the NEA is two and one half times larger than the AFT; however, based on the New York experience, the discipline and focus of the AFT could significantly influence the structure of the new organization. Given the divergent histories and commitments of the two organizations, the nature of democratic governance is the key issue that must be resolved if an NEA-AFT merger is to succeed. References are provided in footnotes. (ND)

ED 386 429 SP 036 178

Issues in Teachers' Continuing Professional Development. Interchange No 33.

NOTE- 5p.; Paper presented at the National Forum of the Association of Independent Liberal Arts Colleges for Teacher Education (6th, Colorado Springs, CO, November 12-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; Chemistry; *College School Cooperation; College Students; Elementary Secondary Education; Higher Education; *Instructional Improvement; *Mathematics Instruction; Minority Group Teachers; *Partnerships in Education; Preservice Teacher Education; *Science Instruction; *Teacher Recruitment
IDENTIFIERS- *College of Saint Elizabeth NJ

The departments of mathematics, biology, and chemistry and the teacher education program at the College of Saint Elizabeth (New Jersey) are working in partnership with a public school to improve the teaching of mathematics and science in preschool through high school levels and to recruit minority science and mathematics teachers. The program aims to aggressively recruit 10 to 20 minority women for the teacher education program to pursue science and mathematics majors by targeting high schools throughout the state with promotional materials and by conducting open house sessions for prospective students. The program aims also to retain 80 to 85 percent of these students by linking courses to enrichment groups and by conducting small group sessions guided by professional group leaders who will work with faculty to help students develop study and communication skills, master course content, and build self-esteem and self-confidence. Finally, the program aims to renew the teaching of math and science by employing two outstanding master teachers (one in math and one in science) who will provide specialized teacher training in 2-hour seminars each semester, by collaborating with selected public schools with which the college has established partnerships, and by faculty collaboration at the college for the improvement of the teaching learning process on campus. In the first year of implementation 10 students were recruited for the program. (JB)

ED 386 446 SP 036 198

Gibbons, Louel; Jones, Lynn
Novice Teachers' Reflectivity upon Their Classroom Management.
PUB DATE- May 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Classroom Research; *Classroom Techniques; Elementary School Teachers; Higher Education; Intermediate Grades; Junior High Schools; Middle Schools; Preservice Teacher Education; *Reflective Teaching; Science Teachers; Secondary School Teachers; *Student Teachers; *Student Teaching; Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- *Reflective Practice

The goal of this study was to develop theories about how novice teachers connect the process of reflectivity to their classroom management. The study focused on whether novice teachers connect their observations about situations which occur in case studies to their own experiences, whether they reflect before or after their actions, and whether they feel capable and/or empowered enough to cope with day-to-day discipline problems in which concerns program effectiveness evaluation. Both professions could benefit from each other's methodology and viewpoints. Particularly, in the study of educational impact, closer cooperation between school district evaluators and auditors may serve to leverage their resources and maximize their information processes. Two tables summarize the comparisons. (Contains 33 references.) (SLD)

ED 386 463 TM 023 799

Lomask, Michal S.; And Others
Large-Scale Science Performance Assessment in Connecticut: Challenges and Resolutions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 18 Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Grade 10; High Schools; High School Students; Science Teachers; *Science Tests; *State Programs; Student Evaluation; Teacher Made Tests; *Test Construction; *Testing Programs; Test Use
IDENTIFIERS- Common Core of Learning (Connecticut); *Connecticut; Connecticut Academic Performance Test; Large Scale Programs; Open Ended Questions; *Performance Based Evaluation

This paper examines several issues and challenges associated with performance-based assessment in science through experiences with two large-scale student assessment projects. The first is the Common Core of Learning (CCL) Science Assessment Project designed to explore the use of classroom-embedded performance assessment for the evaluation of students by their own teachers. The second is the Connecticut Academic Performance Testing (CAPT) program, designed as a statewide, on-demand assessment of tenth graders' knowledge of science. On-demand assessment is external to classroom evaluation; the teacher has almost no input into its design, administration, and scoring. During the 4 years of the CCL project (1989-1993), approximately 200 science teachers developed and used performance tasks in their classes, but the use of performance assessments did not spread to large numbers of teachers until the statewide CAPT came into use. A survey of 34 school science supervisors indicated that the impact of the CAPT is most apparent in the laboratory and on open-ended test questions. Two tables and seven figures illustrate these discussions. (Contains 17 references.) (SLD)

ED 386 464 TM 023 800

Lomask, Michal S.; Baron, Joan Boykoff
Students, Teachers, Science and Performance Assessment.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of Research in Science Teaching (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Educational Assessment; Elementary Secondary Education; Knowledge Base for Teaching;

references.) (Author)

ED 386 484 TM 024 051

Grandy, Jerilee
Participation in Religious Activities by College-Bound High School Seniors.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Aug 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *College Bound Students; *Extracurricular Activities; Family Characteristics; High Schools; *High School Seniors; *Participation; Profiles; Recreational Activities; *Religion; *Student Characteristics
IDENTIFIERS- Presbyterian Church; Religious Practices; Roman Catholic Church; *Scholastic Aptitude Test

Researchers at the Educational Testing Service analyzed the 1989-90 Scholastic Aptitude Test (SAT) database to create profiles of students who participate in religious activities or organizations while in high school. Analyses included the comparison of profiles of students participating in religious activities versus those who did not, based on the entire student population. Two case studies, of Presbyterian students and Roman Catholic students, sought to answer questions of specific concern to policymakers in those denominations. Test takers who participated in religious activities differed from those who did not participate in a number of ways. Their families had more education and a higher income, and their SAT scores and grades in math, science, and writing were higher. More had taken honors courses, and they had higher degree aspirations. Students participating in religious activities also participated more fequently in other activities and more often chose humanities, social sciences, health sciences, and education as college majors. They chose business less often than did students who did not participate in religious activities. Additional information is given for the Presbyterian and Roman Catholic populations. Seven figures and six tables present study findings. An appendix contains the Student Descriptive Questionnaire. (Contains 4 references.) (SLD)

ED 386 485 TM 024 053

Allen, Nancy L.; And Others
The Optional Essay Problem and the Hypothesis of Equal Difficulty.
PUB DATE- Aug 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Difficulty Level; *Equated Scores; *Essays; Essay Tests; Hypothesis Testing; Selection; *Test Items; Test Results
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Optional Test Questions

A special case of examinee choice, the Optional Essay Problem, is examined from the point of view of test equating. The Optional Essay Problem involves equating essay scores when the examinees are required to select an optional essay topic from a list of topics in addition to taking a mandatory test required of all examinees. The conditions that must be satisfied if the null hypothesis of equal difficulty of the essays holds true are most violence with siblings and the least with adults. With friends they are most likely to try to work it out using a number of strategies. Some students reported the strategies they used to prevent angry reaction, such as taking a time out or reacting with humor. Two tables summarize some responses. (Contains four references.) (SLD)

ED 386 505 UD 030 551

Hernandez-Gantes, Victor M.
What Influences Eighth-Grade Hispanic Students' Academic Achievement? A Structural Equation Analysis.
PUB DATE- Apr 95
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Quality; Grade 8; Grades (Scholastic); *Hispanic Americans; Homework; Junior High Schools; *Junior High School Students; Language Proficiency; Models; Path Analysis; *Structural Equation Models; *Student Motivation
IDENTIFIERS- *Hispanic American Students; *National Education Longitudinal Study 1988

A structural model of school learning was tested to examine both direct and indirect influences of previous grades, quality of instruction, motivation, quantity of instruction, and homework on Hispanic-American eighth-grade students' academic achievement, while controlling for background variables. The model was analyzed with path analytic techniques using a sample of 2,721 eighth grade students from the National Education Longitudinal Study of 1988 (NELS:88). The achievement of Hispanic-American students was strongly influenced by previous grades, motivation, quantity of instruction, and homework. The most influential background variables were family background and English proficiency, while gender had a small but meaningful influence, indicating that boys do better than girls on achievement. These results support both the variables tested and the framework derived from school learning theory. An appendix describes the NELS:88 items and composites, and two tables and two figures illustrate the discussion. (Contains 50 references.) (Author/SLD)

ED 386 506 UD 030 552

Collins, James L.
Discourse and Resistance in Urban Elementary Classrooms: A Poststructuralist Perspective.
PUB DATE- 22 Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Classroom Techniques; Elementary School Students; Elementary School Teachers; Grade 6; Intermediate Grades; *Literacy; *Resistance (Psychology); Small Group Instruction; Teaching Methods; *Urban Schools; Urban Youth

PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Childhood Needs; *Child Rearing; *Disadvantaged Youth; *Parent Child Relationship; Parenting Skills; Quality of Life; Risk; Social Change; *Social Environment; Social Problems; *Urban Youth; Values

The mere act of living in today's society is dangerous to the health and well-being of children and adolescents. The concept of the socially toxic environment is offered as a parallel to the environmental movement's analysis of physical toxicity. Social life is more risky than it was just 40 years ago, and the level of social and cultural poison is higher. This social deterioration, which is related to the changing nature of our economy and the growing dependence of families on the community for support, jeopardizes the basic needs of children, which are defined as stability, security, affirmation and acceptance, family time, values, connection to the community, and access to basic resources. The degree to which these needs are met shapes children's social maps, their behavior, and their hope for the future. The forms these needs take and the ways the socially toxic environment prevent their being met are reviewed. Some of the ways parents, concerned citizens, and policymakers, and professionals can start changing the environment are outlined. A "Resources" section lists things that can be done, from A to Z, to improve the social environment. (Contains 125 references.) (SLD)

ED 386 525 UD 030 592

Naparstek, Nathan
The Learning Solution. What To Do If Your Child Has Trouble with Schoolwork.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Failure; *Educational Diagnosis; Educationally Disadvantaged; Educational Research; Elementary Secondary Education; Intervention; Learning Disabilities; *Learning Problems; Low Achievement; Parent Child Relationship; *Parents as Teachers; Parent School Relationship; Parent Teacher Cooperation; *Tutoring; Tutors

This book is designed to assist parents with a child who has a learning problem in school. It provides the questions a parent needs to ask himself or herself, the child, and the child's teachers about learning, and it suggests specific strategies that a parent can use to improve the child's learning. Research indicates that the interventions schools provide often fail because they do not provide sufficient individual assistance. While a professional tutor may be the ideal, schools and parents may lack the resources to provide tutoring services. A major goal of this book is to suggest viable alternatives for children who do not have access to a professional private tutor. Parents who receive the proper guidance and instruction can serve as effective tutors for their own children. Other goals of this book are to increase parental knowledge about the in the United States and Canada" (Sandra Featherman); "University of the South Pacific: Women in Higher Education Management in the South Pacific--The Case of the University of the South Pacific" (Konai H. Thaman and Sarojini Pillay); and "University of the West Indies: Staff Development and Gender Equity in the Commonwealth Caribbean Universities--The Experience of the University of the West Indies" (Gwendoline Williams and Claudia Harvey). (Some papers contain references.) (JB)

ED 386 138 HE 028 546

German, Raechel E.
Co-Curricular Involvement Characteristics of Bowling Green State University Honors Students.
PUB DATE- 30 Jun 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Athletics; Clubs; *College Students; *Extracurricular Activities; Higher Education; Honor Societies; Student Behavior; Student Characteristics; Student Interests; *Student Participation
IDENTIFIERS- *Bowling Green State University OH

This study examined the co-curricular involvement of 80 honors students at a large mid-western institution and the amount and type of their commitment to activities and organizations. The population studied consisted of 672 students in the honors program at Bowling Green State University (Ohio) in all stages of their college careers from freshmen to seniors. Students received mailed questionnaires asking about activities, organizations and leadership positions that they had participated in at the university. Of this population, 80 students, or 11.9 percent, responded. Respondents reported a high level of involvement in 78.8 percent of cases, a moderate involvement in 18.7 percent of cases, and only two students reported participating in only one activity. Overall, responses indicated that the majority of honors students are highly involved, especially in the Honors Students Association, academic honor societies and other departmental groups, community service, athletics, and music. Implications of the study support the need for Honors Programs' intervention in students' personal and social development as well as their academic achievement. (Contains 14 references.) (JB)

ED 386 139 HE 028 547

Frederickson, H. George
State University System of Florida Program Review in Public Administration.
PUB DATE- Oct 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Educational Change; Educational Policy; Graduate Study; Higher Education; Institutional Evaluation; Peer Evaluation; *Program Evaluation; *Public Administration Education; Self Evaluation (Groups); *State Universities
IDENTIFIERS- Florida Atlantic University; Florida International University; Florida State University; *State University System of Florida; University of Central Florida; University of North

staff/training/committees, and funding. Data is illustrated in 20 tables. (Contains 102 references.) (MAS)

ED 386 157 IR 017 278

Information Literacy: Lifelong Learning in the Middle States Region. A Summary of Two Symposia (Philadelphia, Pennsylvania, March 27, 1995) and (Rochester, New York, May 1, 1995).
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; *Cooperation; *Curriculum Development; *Educational Strategies; Elementary Secondary Education; Graduate Study; *Information Literacy; Learning Experience; *Professional Development; *Student Needs
IDENTIFIERS- Association of College and Research Libraries; Middle States Association of Colleges and Schools; National Forum on Information Literacy

This report provides a summary of two symposia on information literacy sponsored by the Commission on Higher Education, Middle States Association of Colleges and Schools (CHE), the National Forum on Information Literacy, and the Association of College and Research Libraries. These events brought together institutions of the Middle States region who have made progress toward institutionalizing information literacy so that they could share their expertise and enhance their varied approaches to information literacy initiatives. The need is noted for campus-wide commitment to information literacy as an educational strategy that will improve learning experiences. Several approaches that can help establish commitment and then translate it into reality are discussed: demonstrating the importance of information literacy; ensuring a shared vision among administrators; facilitating professional development; restructuring curricula to emphasize information literacy; adapting to student needs; and collaborating with K-12 and graduate programs. A list of symposia participants is provided. (AEF)

ED 386 158 IR 017 280

Mehlinger, Howard D.
School Reform in the Information Age.
PUB DATE- 95
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Innovation; Educational Technology; Elementary Secondary Education; Excellence in Education; *Technological Advancement
IDENTIFIERS- *Information Age; Reform Efforts

This book was written for people who are not technology experts, but who appreciate the impact technology is having on American society, and its potential to improve education. This is not an academic book. It was written for adult Americans who are concerned about schools and may do something to improve the current situation once they understand it. It is designed to serve educational policy makers--local and state-level boards of education, state and local school superintendents, state legislators and members of Congress, administrators in both federal and state departments of education--and all those who

NOTE- 35p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Libraries; Books; Budgeting; Community Colleges; Databases; Learning Resources Centers; Librarians; Library Acquisition; Library Circulation; Library Funding; *Library Research; *Library Statistics; *Public Libraries; Salaries; *School Libraries; Two Year Colleges; Users (Information)
IDENTIFIERS- *Colorado

Each of nine issues of this newsletter focuses on one topic. The topics covered are: (1) Librarian Salaries at Colorado Community Colleges; (2) Criteria for Allocating the Library Materials Budget; (3) School Library Media Centers in Colorado 1994; (4) Circulation Statistics: What's Included & What's Excluded?; (5) U.S. Population Unserved & Under-served by Public Libraries 1992; (6) Do You "Give A Lick" for Public Libraries? (American expenditure on postage versus public library support); (7) Public Library Use Popular Among Generation X; (8) Databases Currently Available in Colorado Academic Libraries March 1995; and (9) Average Book Prices Are Down. Individual issues range from one to five pages, and most include graphs displaying statistics. (MAS)

ED 386 178 IR 055 590

Franchi, Jorge
Virtual Reality: An Overview. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Graphics; *Computer Simulation; Computer Uses in Education; Futures (of Society); Policy Formation; Professional Training; *Sensory Experience; Surgery; Use Studies
IDENTIFIERS- ERIC Digests; National Research Council; Scientific Expeditions; *Virtual Reality

Virtual Reality (VR) is a computer-created sensory experience that allows a participant to believe and barely distinguish a "virtual" experience from a real one using computer graphics, sounds, and images to reproduce electronic versions of real-life situations. This digest describes how VR works and discusses applications of VR in surgery, scientific exploration, and education and training. Future developments and policy suggestions from the National Research Council's study on uses of VR are outlined. (Contains 15 refrences.) (AEF)

ED 386 179 IR 055 591

Anderson, Judith
Gopher It! Accessing Department of Education Grant Information on the Internet.
PUB DATE- Jul 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials

Programs; *Group Activities; *Library Services; Multimedia Materials; Preschool Children; Public Libraries; *Reading Programs; Toddlers
IDENTIFIERS- Texas

The subject of the 1995 Texas Reading Club is the planet Earth, planets in the heavens, worlds to explore in the mind, and the many worlds in literature. The goals of this manual are: (1) to provide a reading club that explores a variety of book-based media in order to help children and their caretakers learn the importance of reading and to gain a love of stories, information, and language; (2) present a means by which caretakers and older siblings may take an active part in a child's reading club experience; (3) provide a practical and usable manual which library staff and volunteers may use in its entirety or to build on ideas of their own; (4) provide a manual that is flexible in scope and presentation; and (5) provide programs that promote reading on the individual, as well as the family, level. The manual is primarily designed to provide a variety of ideas, books, audiovisual material, and activities which can be shared at the library or at home as a family. Each program contains material for one hour of programming. Library programs targeted for the toddler and preschooler provide lists of books to share, fingerplays and action rhymes, and flannel board stories and patterns. School-age targeted programs provide lists of books to share, booktalks, read aloud book excerpts, interactive stories, interesting facts, songs, poems, jokes, etc. Library activities for all ages are combined but indicate appropriate age level or suggest changes to make the activity more age-appropriate. These activities include: recommended audiovisual materials; puppet shows; craft ideas; small and large group activities; and handouts. Family fun programs are presented in a one-page format the can be copied for distribution to participating families. This format consists of recommended books for all age levels, family fun ideas, family film recommendations related to the theme, and activities and crafts for the entire family. Contains sample forms and letters; a list of approximately 300 recommended books; a list of six recommended book series; a 48-item source bibliography; a list of 84 audiovisual resources; and clipart. (Author/MAS)

ED 386 199 IR 055 614

Selth, Jefferson P.
Ambition, Discrimination, and Censorship in Libraries.
PUB DATE- May 93
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Aspiration; Budgets; *Censorship; Conferences; *Librarians; Library Administration; *Library Collection Development; Library Science; *Occupational Surveys; Racial Bias; Sex Bias; *Social Bias

This book presents eight essays based on a demographic survey of librarianship that explores the question of gender and ambition, as well as personal observations after 30 years in the library profession. The survey results show what kinds of librarians are eager to climb the managerial ladder and why. Facts are revealed about the barriers that still impede many librarians, ranging from race and gender through obesity to family. Included are accounts of personal experiences in the fight against censorship, the development of book and film collections, and attending conferences on a tight budget The

*Public Libraries; Tables (Data); Users (Information)

the findings are presented of 1994 surveys on services and resources for children and young adults (ages 12-18) in public libraries. Each survey was conducted with a different nationally representative sample of public libraries. Data was collected for individual buildings rather than for library systems. Findings indicate the following: (1) children and young adults represent 60% of public library patronage; (2) 30% of public librarians specialize in youth services; (3) 39% of libraries employ a children's librarian, 11% have a young adult librarian, and 24% have a youth services specialist on staff; (4) 30% of all public libraries have only one librarian on staff; (5) ethnic diversity of children and young adult patrons has increased over 40% in the last 5 years; (6) computer technologies are among the most heavily used children's and young adult resources in public libraries and are also the most scarce; (7) many library programs primarily target preschool and kindergarten children; (8) only 76% of public libraries report working with schools; (9) only one in seven libraries offer homework assistance programs; (10) 11% of public libraries have neither a young adult collection or section; and (11) insufficient library staff is a leading barrier to increasing services and resources for children and young adults. Survey data is provided in 21 tables and 14 figures. Appendices present survey methodology and data reliability, a list of tables with standard errors, and survey forms. (AEF)

ED 386 219   JC 950 388

Silva, Michael C.; Rorie, Charles
Institutional Effectiveness through a Rigorous Tenure Review Process.
PUB DATE- 24 Jul 95
NOTE- 25p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Evaluation Criteria; *Evaluation Methods; Faculty Promotion; Peer Evaluation; *Personnel Policy; Self Evaluation (Individuals); *Teacher Evaluation; *Tenure; Two Year Colleges

This paper describes the tenure review process at the El Paso Community College District, in Texas, providing District policies, instructions for candidates, and sample forms. The first section indicates that the 5-year, criteria-based process provides training for all participants and utilizes candidate self-evaluations, as well as reviews and recommendations from divisional peers, a supervisor, an executive dean, a district faculty committee, and the college president. The next section reviews criteria for awarding tenure and the relative importance of each, indicating that job performance is worth 50%, participation in professional responsibilities 25%, professional growth 15%, and service to the community and state 10%. Following a list of steps in the tenure process, board policies related to tenure review and recommendations and instructions for tenure candidates are provided. The instructions list supporting materials that candidates might use to show evidence of superior job performance for teachers, counselors, and librarians; of participation in professional non-developmental group; (4) students whose scores placed them in the lower reading and math categories had lower retention rates than other students, and were less likely to enroll in advanced courses of the same subject area; (5) 45% of the students who enrolled in a developmental course later enrolled in a higher level course; (6) two-thirds of the students who completed a developmental course and later enrolled in a related higher-level course were successful; and (7) by spring 1995, developmental students had better overall retention rates than non-developmental students (42% vs. 23%) and roughly equal completion rates and grade point averages. (Tables showing condensed student transcripts and reading intensive course enrollments and grades by reading test scores are appended.) (KP)

ED 386 237 JC 950 428

Mery, Pamela M.
City College of San Francisco Credit ESL Course Completion. Institutional Development, Research and Planning Report 956-01.
PUB DATE- Aug 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; College Outcomes Assessment; Community Colleges; Comparative Analysis; *Credit Courses; *English (Second Language); Foreign Students; Noncredit Courses; Program Effectiveness; School Holding Power; Two Year Colleges

The English as a Second Language (ESL) department is City College of San Francisco's (CCSF's) (California) largest department, offering both credit and non-credit classes and accounting for 3,993 credit students and 21,025 noncredit students in fall 1993. To gather data on Department success, a study was conducted to determine successful course completion rates (i.e., students achieving at least a grade of C minus) for each credit ESL course over 2 fall semesters. Rates were calculated for continuing credit and new credit ESL students, while new credit students were further categorized as former non-credit ESL students at CCSF, foreign students, students from United States (US) high schools, and students from non-U.S. high schools. Study findings included the following data for fall 1993: (1) credit ESL students had a course completion rate of 83.2%, compared to an college-wide credit course completion rate of 80.5%; (2) core grammar and writing ESL courses, however, had lower completion rates than ESL credit courses in general; (3) new credit ESL students, who were tested and placed into particular course levels, had higher course completion rates than continuing credit ESL students; (4) new foreign students had the highest overall credit ESL course completion rate at 88.63%; (5) the average overall course completion rate for new credit ESL students who were formerly non-credit ESL students at CCSF was 80.25%; and (6) new credit ESL students from US high schools had the lowest overall course completion rate at 66.46%. (Data tables are appended.) (KP)

ED 386 238 JC 950 429

Educational Plant Survey: Miami-Dade Community College, May 22-26, 1995.
PUB DATE- May 95
NOTE- 186p.

ED 386 254 JC 950 446

Dixon, P. Scott
Survey of Student Satisfaction with Matriculation, Spring 1995.
PUB DATE- Jun 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; Community Colleges; Day Care; Education Service Centers; Guidance Programs; Library Services; *Participant Satisfaction; Psychological Services; *School Effectiveness; Self Evaluation (Groups); *Student Attitudes; Student Reaction; Student Surveys; Two Year Colleges; *Two Year College Students; Use Studies
IDENTIFIERS- *College of the Canyons CA

In an effort to comply with the Matriculation Plan of the Santa Clarita Community College District, in California, the College of the Canyons (COC) conducted a study to determine student satisfaction with COC's matriculation services. Survey instruments were administered to a representative sample of 1,255 students in 31 courses during normal class times, yielding a 62.8% response rate. Results of the study included the following: (1) the counseling staff received the highest percentage of "excellent" ratings with 31.6%, while registration received the highest number of "fair" and "poor" responses with 37.3% and 17.3%, respectively; (2) overall, Chinese and other Asians indicated the greatest satisfaction with services, while the lowest scores were reported for Koreans and Central Americans; (3) the counseling office received the highest recognition/use rating at 96.7%, followed by the library at 96.1% and placement testing at 95%; (4) the least recognized services were the New Horizons program at 51%, Mental Health Counseling at 66.7%, and Disabled Student Services at 68%; and (5) the services which received the highest satisfaction scores were the Computer Lab (93.48%), Child Development Center (93.44%), and the Health Center (92.41%), while the lowest scores were received by Mental Health Counseling (74.42%), Placement Testing (75.92%), and the Career Center (76.08%). Appendixes include the cover letter, the survey instrument with summary statistics, and responses to open-ended questions. (MAB)

ED 386 255 JC 950 447

Demerjian, Marlene D.
Determining Faculty Grading Variation.
PUB DATE- Jun 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Analysis of Variance; *College Faculty; Community Colleges; Comparative Analysis; Grade Point Average; *Grading; *Mathematics Teachers; Statistical Significance; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

A study was undertaken at the College of the Canyons, in California, to assess the variation of grades given by mathematics instructors teaching intermediate algebra. A sample was drawn from all instructors who taught Math 070 repeatedly from fall 1990 to fall 1994, resulting in the examination of the grades of at least 200 students from classes taught by 4

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); Child Health; Childhood Needs; Child Welfare; Day Care; *Early Childhood Education; Institutional Evaluation; Program Design; Program Development; Quality Control; *Young Children

This document consists of six issues of a newsletter entitled "Academy Update", extending from fall 1992 through fall 1995 (three years). This serial is published by the National Academy of Early Childhood (NAEYC) programs to improve and recognize the quality of care and education provided for young children in early childhood programs. The "Academy Update" supports this goal by providing early childhood professionals (including directors, validatory members, and commissioners involved in accreditation) with current information and feedback on the accreditation system. This document contains six issues of the "Academy Update." The feature articles of Volume 7, Number 1 are: "Pennsylvania School Board Recognizes Accreditation"; "New Policies Strengthen Accreditation"; Clarifying Misinformation about NAEYC and Accreditation"; and "Thoughts on Using Media in "Programs". The feature articles of Volume 8 Number 1 are: "American Business Collaboration Supports NAEYC Accreditation"; "Public and Private Funds for Accreditation Growing"; "Children's World Accredits 100 Centers"; and "Serving Children with Disabilities; Parents Speak". The feature articles of issue Volume 8 Number 2 are: "Chicago AEYC Receives $2.1 Million Accreditation Grant"; "New Tax Credits Mean Lower Taxes or Bigger Refunds"; "NAEYC Revokes Accreditation"; and "Cautions on Supervision". The feature articles of volume 9, number 1 include: "Companies Discover Quality Child Care is Good Business"; "Continuity of Relationships among Adults and Children is Essential for Quality;" "'Validation Procedures and Ethics' Generates Diverse Views from Directors, Validators"; and "Reaccreditation: A Tool for Continuous Quality Improvement." The feature articles of Volume 9, Number 2 are: "New Child Care Study Supports Accreditation"; "Diversity and Accreditation Standards: Congruent or Conflicting"; and "Foundation Supports Professional Development for Directors and Quality for Children. The feature articles for Volume 10, Number 1 are: "Major Corporations To Invest $100 Million in Dependent Care"; "10th Year of Accreditation Is a Time for Reflection"; and "Understanding Quality and the Cultural Context." (AP)

ED 386 273 PS 023 227

Powney, Janet; And Others
Social and Educational Services for Children under Five. Interchange No. 32.
PUB DATE- Mar 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Day Care Centers; Day Programs; Education Service Centers; Foreign Countries; Minority Group Children; Parent Participation; Preschool Children; *Preschool Education; Program Costs; Program Development; Program Evaluation
IDENTIFIERS- Scotland

Noting that in Scotland there are a variety of provisions for preschool children organized and funded by different local authorities, private businesses, and voluntary organizations, animals, and food, and asked to remember the words those pictures represented. The subjects differed significantly in the number of words, categories, and words-per-category recalled. These differences were a function of age group and condition. Highest recall was in the 6-year-old/taxonomy list condition, followed by: (1) the 4-year-old/script list condition; (2) the 5-year-old/script list condition; (3) the 5-year-old/taxonomy list condition; and (4) the 4-year-old/taxonomy list condition. These data show a developmental shift in language learning. Results suggest that script-based memorization strategies have much utility for younger children; and, perhaps due to older children's exposure to the formal educational system, hierarchically-based memorization strategies become more salient for elementary school students. (Contains 11 references.) (JW)

ED 386 292 PS 023 496

Larson, Nola; And Others
Transition Magician: Strategies for Guiding Young Children in Early Childhood Programs.
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Class Activities; Classroom Environment; *Classroom Techniques; Discipline; Early Childhood Education; Educational Quality; *Instructional Materials; Learning Activities; Music Activities; Preschool Children; Program Evaluation; Scheduling; Teaching Guides; Teaching Methods; *Time Management
IDENTIFIERS- Developmentally Appropriate Programs; *Transitional Activities; Transition Management; *Transition Time

Providing suggestions on how to develop an age-appropriate schedule for guiding children through daily transitions, this guide serves as an evaluative tool as well as a transition resource book. A transition is the movement of children between one activity or routine to another. Children are in transition during clean-up, while waiting for group time to begin, or while moving from one place to another--all situations which may be problematic. The guide is based on a positive classroom management strategy for anticipating and avoiding problem situations. Part 1 provides a checklist and evaluation tools that can help teachers identify problem areas created by environmental arrangements and planning for children ages 3 to 5 years. Part 2 provides reliable transition ideas. The ideas proposed promote self-control, self-management, and cooperation among children during transitions, with the intention of getting children's attention, settling them, extending activities, making valuable use of wait time, and promoting constructive child-to-child interactions. For each idea proposed, the material and the preparation needed are discussed as well as possible variations of the basic activity. A teacher's resource list, patterns and directions for making activity materials, and forms for evaluation and reflection are appended. (AA)

ED 386 293 PS 023 508

Palanki, Ameetha; Burch, Patricia
In Our Hands: A Multi-Site Parent-Teacher Action Research Project. Report No. 30.

or the lives of children and families. Focusing on ways in which the current re-examination of federal funding could be used to advance the family support agenda, the aim of these groups is to create a responsive, effective, accountable, family-supportive, and community-based system that actively supports children, youth, and families. The proposed block grant system--the Personal Responsibility Act (PRA)--will not achieve the goals of improving the responsiveness, effectiveness, and fiscal accountability of public services, nor will it improve the outlook for children, youth, and families. Instead, the PRA will undermine these goals by eliminating several entitlement programs for low-income families, allowing decisions by certain states to hurt the entire country, and providing no protection against re-regulation of the block grant programs. An alternative to the current block grant concept, which would utilize a "blending" of similar programs, combining the purposes and funding of these smaller programs into larger categories, is proposed that could help achieve these goals and capitalize on the chance to help children, youth, and families. (BGC)

ED 386 310   PS 023 542

Falvey, Mary A., Ed.
Inclusive and Heterogeneous Schooling: Assessment, Curriculum, and Instruction.
PUB DATE- 95
NOTE- 448p.; Foreword by Renee Adams and Ben Adams.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; Classroom Environment; *Classroom Techniques; *Curriculum Development; Educational Assessment; Educational Change; Elementary Secondary Education; *Heterogeneous Grouping; *Inclusive Schools; Learning Activities; Preschool Education; Program Implementation; *Regular and Special Education Relationship; School Effectiveness; School Restructuring; Special Education; Teaching Methods
IDENTIFIERS- Historical Background

Building upon a historical discussion of general and special education reform, this book gives suggestions on how to optimize learning for a diversity of students. The chapters in the book are: (1) "Practices in General Education: Past and Present" (Jennifer J. Coots, and others); (2) "Services for Students with Disabilities: Past and Present" (Mary A. Falvey, and others); "Strategies for Effective Collaboration" (Christine C. Givner and Diane Haager); "Assessment Strategies To Develop Appropriate Curricula and Educational Programs" (Susann Terry Gage and Mary A. Falvey); (5) "Creating a Supportive Classroom Environment" (Kimberlee A. Jubala and others); (6) "Instructional Strategies" (Mary A. Falvey and Marquita Grenot-Scheyer); (7) "Positive Behavior Support Strategies" (Kathryn D. Bishop and Kimberlee A. Jubala); (8) "Motor and Personal Care Skills" (Christina H. Kimm, and others); (9) "Communication Skills" (Mary A. Falvey); (10) "Developing and Fostering Friendships" (Mary A. Falvey and Richard L. Rosenberg); (11) "Preschool Curriculum and Instruction" (Lisbeth J. Vincent); (12) "Elementary Curriculum and Instruction" (Marquita Grenot-Scheyer, and others); (13) "Secondary Curriculum and Instruction" (Mary A. Falvey and others); (14) "Postsecondary Curriculum" (Kathryn D. Bishop and others); and (15) "Systems Change" (Richard A. Villa and others). (AA)

Community Services; Disadvantaged Environment; Disadvantaged Youth; *Early Childhood Education; Elementary School Students; Integrated Services; Intervention; Language Acquisition; Literacy; *Literacy Education; Parenthood Education; Parenting Skills; Preschool Children; Program Effectiveness; Program Evaluation; *School Readiness; Vocabulary Skills

IDENTIFIERS- *Even Start; *Family Literacy; General Educational Development Tests; Peabody Picture Vocabulary Test

The Even Start program was authorized by Congress in 1988 to provide early childhood, adult, and parenting education to participating families in a family literacy initiative. This document provides an executive summary of the National Evaluation of Even Start, which assessed services, participants and effectiveness. The summary highlights topics such as the program's organization, implementation, and effects. Among the findings summarized are the following: (1) in its first 4 years, the program served more than 20,000 families, most of whom had incomes under $10,000 per year and were headed by parents who did not complete high school; (2) the cost was about $2,500 per family per year; and (3) the program produced effects such as helping parents attain GEDs and improving their literacy skills, and helping children increase their school readiness and vocabulary. The summary concludes by noting lessons learned from the program, specifically the importance of a high level of program participation for parents and children and the importance of parent interest as a way to improve children's gains. (JW)

ED 386 330 PS 023 632

St. Pierre, Robert; And Others

National Evaluation of the Even Start Family Literacy Program. Final Report: Appendices.

SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.

PUB DATE- 23 Jan 95

NOTE- 243p.; For final report and executive summary, see PS 023 630 and PS 023 631, respectively; for earlier reports, see ED 365 044; ED 357 888; ED 365 476.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; *Adult Education; Adults; Community Services; Disadvantaged Environment; Disadvantaged Youth; *Early Childhood Education; Elementary School Students; Intervention; Language Acquisition; Literacy; *Literacy Education; Parenthood Education; Parenting Skills; Preschool Children; Program Effectiveness; Program Evaluation; *School Readiness; Vocabulary Skills

IDENTIFIERS- *Even Start; *Family Literacy; General Educational Development Tests; Peabody Picture Vocabulary Test

Even Start is a national program of early childhood and adult education to improve family literacy. This document is a series of four appendices which accompany the National Evaluation of the Even Start Family Literacy Program, a 4-year effort to assess projects, participants, and effects of Even Start. Appendix A provides in-depth description of nine participating literacy projects in various states. These descriptions include information on each project's context; its adult education, parenting, and early childhood services; its staffing needs; and its retention strategies. Appendix B provides a full set of the Even Start National Evaluation Information System Forms. Appendix C is a full set of the forms used to gather information for the in-depth program descriptions. Appendix D communication skills, increased self-esteem, and independence. (LP)

ED 386 347 RC 020 239

Chacon, Antonio; Polo, Angel
From Literacy Activities to Entrepreneurship in Siete Pilas. Chapter 6.
PUB DATE- 94
NOTE- 13p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Development; Cooperatives; Educational Change; Education Work Relationship; *Entrepreneurship; Foreign Countries; Nontraditional Education; Program Descriptions; Rural Development; *Rural Education; *Vocational Education; *Work Experience Programs; Youth Programs
IDENTIFIERS- *Spain

This chapter describes a community development project in Siete Pilas (Spain), a village whose economy is based primarily on small family farms and unskilled labor. The project grew out of the Sierra Education Program, which in 1980 sent adult-education teachers to five villages in the Sierra de Ronda region. The goal was to stimulate a socially and economically depressed area through literacy education and cultural development. The most successful of the projects was in Siete Pilas, where youths aged 15-20 received 10 hours of instruction a day aimed at developing a command of language, promoting a comprehensive understanding of history, developing logical and mathematical thinking through problem solving, and studying specific problems of the area. In addition, meetings were held with community members to discuss and plan action on problems affecting the Siete Pilas commune, including installing electricity and improving roads. The next phase of the project involved linking education and work and obtaining funds to implement a work training cooperative. Beekeeping was chosen because it is easy to learn, requires little investment, uses local resources, and is an old local tradition. In addition, a 6-month carpentry study program was implemented. To offset costs for purchasing equipment for the carpentry workshop and paying students minimum wage to encourage them to continue their work study, new programs were developed including work study programs in carpentry and cabinet-making and in bricklaying. (LP)

ED 386 348 RC 020 240

Federighi, Paolo; Parlavecchia, Giovanni
Answers to Education Problems in Rural Italy. Chapter 8.
PUB DATE- 94
NOTE- 15p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Community Development; Cooperative Programs; Educational Change; Educational Needs; Educational Objectives; *Educational Planning; Foreign Countries; Higher Education; *Information Services; *Library Role; Models; *Public Libraries; *Rural Education; Secondary Education; Users

Proceedings of the Conference Held by the Rural Education Research and Development Centre (Townsville, Queensland, Australia, June 10-14, 1990); see RC 020 271.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Delivery Systems; Distance Education; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Research Needs; *Rural Education; *Rural Schools; School Community Relationship; State of the Art Reviews; Teacher Education
IDENTIFIERS- *Australia

This paper reviews and analyzes the research in rural education in Australia in recent decades. Research undertaken in other countries is examined where comparisons, differences, or explanations are useful in understanding the Australian context. Following an introduction to the Australian education system and summaries of demographic features of rural areas and schools, key concepts emerging from the literature are discussed. These concepts include rurality, isolation and remoteness, rural education, and distance education. The literature review is structured around four major themes. The theme of schooling covers teachers (recruitment, retention, training for rural areas, and affective factors); students (achievement, dropout rate, and education of minority groups); school-community relationships (community participation, school closing, school size, rural lifestyle, and rural school characteristics); and accommodation of rural students in boarding schools. Theme 2, technology, covers geographic isolation, technological innovation, and distance education. Theme 3, educational delivery, encompasses equal educational opportunity, curriculum, decentralization, service delivery, and educational models. Theme 4 examines distinctions between rural education and education in rural areas. This paper concludes with 23 research questions. Recommended research priorities are rural definition, teacher preparation, curriculum design, community participation, access to services, secondary education for isolated students, and educational provision to facilitate gender and cultural equity. Contains over 200 references. (SV)

ED 386 366 RC 020 273

Lundin, Roy
Communications Technology.
PUB DATE- Jun 90
NOTE- 11p.; In: "Think Tank" on Research into Rural Education. Proceedings of the Conference Held by the Rural Education Research and Development Centre (Townsville, Queensland, Australia, June 10-14, 1990); see RC 020 271.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Distance Education; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Networks; *Institutional Cooperation; Rural Education; *Telecommunications; *Teleconferencing
IDENTIFIERS- Australia

This paper describes types of interactive communications technologies relevant to education and discusses their current and potential uses in rural Australia. "Teleconferencing" is a

Reform" (W. S. Cody), (18) "Challenges for Education Policy at the Turn of the Century" (S. H. Fuhrman), (19) "The Business and Industry Perspective" (D. Kearns), and (20) "The Public as Constituents" (R. Brown); and Section VI Afterword: (21) "The Workforce" (R. B. Reich). Each chapter contains a bibliography. (MKR)

ED 386 386 SE 056 589

Countryman, Joan
Writing To Learn Mathematics: Strategies That Work.
PUB DATE- 92
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Interdisciplinary Approach; *Mathematics Education; Teaching Methods; *Word Problems (Mathematics); *Writing Across the Curriculum

Writing can provide opportunities for students to construct their own knowledge of mathematics. The student work that appears in this book shows learners interpreting unfamiliar texts, constructing arguments, struggling to understand complex systems, and developing new approaches to problems. The chapters are entitled: (1) "Writing to Learn"; (2) "Getting Started"; (3) "Autobiography"; (4) "Journals"; (5) "Word Problems and Problems with Words"; (6) "Formal Writing"; (7) "Evaluation and Testing"; and (8) "Reflections in the Classroom." An appendix analyzes a sample word problem. (Contains 97 references.) (MKR)

ED 386 387 SE 056 763

Carter, Constance, Comp.
Environmental Science Projects. LC Science Tracer Bullet.
PUB DATE- Mar 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Conservation Education; *Ecology; Educational Resources; Environmental Education; *Experiments; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; *Science Activities; *Science Fairs; *Science Projects; Student Projects

This bibliography cites sources to assist middle, junior, and senior high school students and teachers in planning, preparing, and executing science fair projects in the environmental sciences. In addition, a few books with experiments suitable for elementary grade students are included. The listing includes: (1) 5 introductory texts; (2) 31 subject headings used by the Library of Congress under which books on environmental science projects can be located; (3) 9 basic texts; (4) 10 specialized titles; (5) 12 classroom experiments and activities in books and pamphlets; (6) 9 classroom experiments and activities in journal articles; (7) 15 handbooks, manuals, and reference tools; (8) 14 bibliographies and project indexes; (9) 7 book/film reviews and "best books" sources; (10) 6 abstracting and indexing services; (11) 20 journals; (12) 8 representative journal articles; (13) 13 selected materials; and (14) 4 additional sources of information. The listing is not intended to be comprehensive.

"Perspectives and Principles of Multicultural Education"; (3) "Principles of Human Growth and Development"; (4) "Principles for Democratic Citizenship"; and (5) "Pedagogical Principles." The book concludes with a short epilogue that summarizes and underscores two key ideas from the preceding chapters: (1) Multicultural education is an embodiment of the nation's commitment to the democratic values of freedom, equality, and justice for all citizens; and (2) Multicultural education is inextricably interrelated with the vision of educational excellence for all students. (EH)

ED 386 411 SO 025 337

Sniegoski, Stephen J.
John Eaton, U.S. Commissioner of Education, 1870-1886.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Government; *Federal State Relationship; *Government Employees; *Government School Relationship; Public Agencies; Public Policy; Public Schools; *United States History
IDENTIFIERS- *Eaton (John)

This report focuses on the career of Ulysseus Grant appointee John Eaton, the U.S. Commissioner of Education from 1870-1886. Eaton inherited an impoverished Bureau of Education, an autonomous, non-Cabinet level department. The Bureau's only influence to promote education in the states was the collection and diffusion of statistical data. Eaton began to build the reputation of the department by working closely with professional education associations, most notably the National Education Association (NEA), and building amicable relations with the U.S. Congress. Eaton was able to publish and distribute to the public a variety of circulars of information on several subjects. In addition, Eaton made a library in the Bureau a permanent collection of works on education, along with a museum of "educational appliances," which was disbanded in 1906 due to maintenance costs. Eaton developed a systematic method of collecting educational statistics with the cooperation of state school officials. The first systematic program of exchanging education information by the U.S. government with foreign countries was begun. This report chronicles the many contributions of John Eaton to the field of public education and to the federal post of Commissioner of Education. (EH)

ED 386 412 SO 025 420

Susi, Frank D.
Student Behavior in Art Classrooms: The Dynamics of Discipline. Teacher Resource Series.
PUB DATE- 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Art Teachers; Behavior Problems; *Classroom Techniques; *Discipline; Discipline Policy; Discipline Problems; Elementary Secondary Education; Student

Behavior; Teacher Behavior

PUB DATE- Jun 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Environment; Educational Innovation; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Reflective Teaching; Research Utilization; Surveys; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- Scotland

This publication summarizes two surveys of teachers and researchers in Scotland on different aspects of staff development. In the first survey, teachers were asked what types of support they valued at times of change in the curriculum. A total of 165 questionnaires were returned by principal teachers from 45 of the 51 schools targeted by the first survey. There was widespread agreement that staff development was the major factor underpinning effective change. Teachers valued staff development that was given appropriate resources, was based on clear identification of needs and had clear aims and objectives, and was relevant to the course syllabus. Teachers also valued support materials that were clear, accessible, and relevant to the syllabus; fully developed but still able to be adapted to local circumstances. They valued being given time for discussion with peers and for departmental planning. For staff development, they suggested that all teachers should have the opportunity to attend workshops and seminars that might be local repeats of national conferences. The second report, based on interviews with 40 people, the role of research in staff development, in working towards the ideal of the "reflective professional." Findings of the study indicated that research had much to offer to staff development, but was not making the contribution it was capable of. While staff development was seen as having a range of purposes and the matching of these to needs was a key objective, there was no consensus about the role of staff development or the most effective models. The findings suggest that results of research are not always readily convertible to staff development situations. The rationale for linking research and staff development was felt, unanimously, to be the pursuit of the goal of the teacher as a reflective professional--the teacher who can engage with theory and reflect critically on his or her own practice. The role of research and of the processes involved in creating a "culture of reflectiveness" was recognized and the need to effect change through the day-to-day action of empowered individuals was a recurring theme. (ND)

ED 386 430 SP 036 179

Davis, Julie H.
A Training Program Designed To Develop Knowledgeable Paraprofessionals with Improved Job Performance Skills To Meet the Needs of Teachers and Special Education Students.
PUB DATE- May 95
NOTE- 81p.; M.S. Final Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Disabilities; *Educational Opportunities; Higher Education; *Paraprofessional School Personnel; Primary Education; Rural Schools; *Special Education; Special Education Teachers; *Staff Development; *Training Methods; Training Objectives; Workshops

the middle school classroom. Three middle school student teachers--all secondary science student teachers--nearing completion of their program of undergraduate study, were selected as study participants. Data were collected through face-to-face conversations with them, from their written responses to a case study depicting a second-year high school mathematics teacher with a classroom management problem, and from responses to a questionnaire. The participants responses to the case study indicated that they were reflecting on problems that teachers face; however, their written responses indicated a greater sense of reflectivity compared to what they displayed when discussing the problems they faced within the classroom each day. Participants reported that in the early stages of their placement their concerns were primarily content-oriented, while toward the end of their placement their concerns were about discipline and whether or not students were learning what they wanted them to learn, and they were more willing to change a lesson if they felt it was not effective. Gaining credibility was important to the participants, since they stated that being recognized as a "good teacher" and authority within the classroom was their most prized accomplishment of the internship. Overall, they recognized that trial and error is always necessary, even in the most experienced teacher's classroom. While the novice teachers reflected more as their internship progressed and gained more confidence in their ability to manage their classroom, they continued to voice concerns about the problems of increased violence within schools. (ND)

ED 386 447 SP 036 200

Wojtowicz, G. Greg
Health and Environmental Protection: A Survey of Student Attitudes.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Conservation (Environment); Curriculum Development; Elementary School Students; Elementary Secondary Education; *Environmental Education; *Environmental Influences; Health Education; *Health Promotion; Higher Education; Physical Health; Secondary School Students; State Surveys; *Student Attitudes
IDENTIFIERS- Alabama; Environmental Attitudes; *Environmental Awareness; *Environmental Protection; Health Attitudes; North Carolina

Are students aware of the link between environmental hazards and disease? What are the parameters of individual and social responsibility as they relate to environmental protection? What are the attitudes that inhibit or support the development of environmental protection behavior? Answers to these questions may help teachers to develop effective environmental education curricula and application-oriented classroom activities. The purpose of this paper is to provide an overview of the outcomes associated with a psychometric survey of students' environmental attitudes. A review of relevant literature shows that student attitudes are important components in the development of knowledge and behavior-based interventions. The descriptive study that served as the basis of this paper designed, tested, and implemented a psychometric instrument whose purpose was to collect information about the attitudes of

*Licensing Examinations (Professions); *Mentors; Portfolios (Background Materials); *Science Teachers; Teacher Certification; Test Construction
IDENTIFIERS- Connecticut; *Performance Based Evaluation

This paper describes performance-based assessment of beginning science teachers who are seeking provisional teaching certificates in Connecticut. The assessment is part of the Science Education Support and Assessment Program (SESAP). The project attempts to turn a summative licensing assessment into a formative instrument to improve science teaching and learning. The SESAP program is based on a model of beginning teacher growth that considers first-year teachers as learners in a development stage; second-year teachers as learners and researchers in an inquiry stage; and third-year teachers as learners, researchers, and professionals. Assessment is regarded as an opportunity to learn, and the system is designed to give teachers an opportunity to present their teaching and reflect on it with a mentor. In the first year teachers are invited to professional meetings in which they learn how to document and analyze their teaching. This leads teachers to the development of teaching portfolios that are scored and evaluated around specific dimensions of teacher knowledge. Four appendixes describe the SESAP system, guidelines for portfolio construction, dimensions of knowledge for teacher assessment, and professional science teaching standards. (SLD)

ED 386 465 TM 023 812

Enright, Mary K.; And Others
A Cognitive Analysis of Solutions for Verbal, Informal, and Formal-Deductive Reasoning Problems. GRE Board Professional Report No. 90-04P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Feb 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *College Students; Deduction; Evaluation Methods; Higher Education; *Problem Solving; Test Construction; *Test Items; *Thinking Skills; Verbal Ability
IDENTIFIERS- Analytical Tests; Formal Deductive Problems; *Graduate Record Examinations; Justification (Logic)

A previous study of new item types for the analytical measure of the Graduate Record Examinations (GRE) General Test found that the new items had many factors labeled verbal reasoning, informal reasoning, formal-deductive reasoning, and quantitative reasoning. The present study examined how processing differed for these item types in the context of a problem-space framework. Protocols of 16 graduate and undergraduate students solving a small set of items aloud were collected and examined according to problem representation and problem solution. The representation of formal-deductive items involved the use of meaning-reduced tokens and spatial diagrams. The units involved in the representation of informal reasoning and verbal reasoning item types included meaningful propositions and meaning-emphasized paraphrases. The order of processes of evaluation and justification was found to differ for formal-deductive items and other item types. Item solutions also varied in terms of the kinds of justifications that were offered by the examinees for accepting or rejecting options. These results illustrate how the addition of some item types to the GRE analytical measure will expand the variety of reasoning derived. If this hypothesis, called "Livingston's Null Hypothesis," holds true, there is no need to equate the scores. The conditions take the form of inequalities about unobservable quantities that may be displayed graphically. They are illustrated with a real example from the Advanced Placement Examinations. S. A. Livingston's (1988) proposal of adjusting essay scores in the Optional Essay Problem is analyzed and explained from the perspective of test equating, and his proposal is generalized to two new proposals that are explicit about the assumptions they make concerning the unobserved data. These methods are illustrated, and the results for adjusting optional essay scores are used to propose comparable procedures for directly adjusting linear composite scores that include mandatory and optional test scores. Six tables and five figures present analysis data. (Contains 12 references.) (SLD)

ED 386 486 TM 024 054

Messick, Samuel
The Matter of Style: Manifestations of Personality in Cognition, Learning, and Teaching. Research Report.
PUB DATE- Oct 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Psychology; *Cognitive Style; Competence; Developmental Psychology; *Educational Psychology; Field Dependence Independence; *Learning; Performance; *Personality Traits; Psychiatry; Psychological Studies; *Teaching Methods

The historical roots of cognitive styles are traced in differential psychology, psychoanalytic ego psychology, gestalt and cognitive-developmental psychology to illuminate the varied theoretical issues that energize (and fragment) style research. Optimal measurement of cognitive styles as information-processing regularities and as intra-individual contrasts of abilities or other attributes is discussed in terms of both typical performance and contrasted performance on measures of opposing ends of bipolar style dimensions, with special emphasis on the contrasted measurement of field independence versus field dependence. The role of styles as both performance variables and competence variables in learning and teaching is examined, as are various critiques of style research that appear to be excessively polarized in either supporting or undercutting styles as meaningful constructs. This polarization appears to reflect different stances not just with respect to scientific evidence but with respect to ideology. Concluding remarks broach the issue of how styles are organized, not just within an information-processing framework, but within the structure of personality. (Contains 1 figure and 128 references.) (Author)

ED 386 487 TM 024 056

Longford, Nicholas T.
Logistic Regression with Random Coefficients.
PUB DATE- Mar 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; *Estimation (Mathematics); *Maximum Likelihood Statistics; *Scoring; Simulation
IDENTIFIERS- Covariance Structure Models; Linear Models;

IDENTIFIERS- *Discourse; *Poststructuralism; Social Construction

Classroom discourse has participation structures that can be interpreted as the verbal equivalents of being sent to the corner, and when these structures operate repeatedly enough, educational authority and resistance become locked into ongoing opposition. The discursive details of classroom life, from a poststructuralist perspective, are what constitute authority, resistance, and failure. Excerpts from a small group literacy lesson involving 56 sixth graders, their 2 teachers, and 7 visiting teachers are used to show how resistance is socially constructed in much the same manner as is literacy. The difference between success and failure in the lesson discussed is mostly a matter of being included or excluded from the discourse circle. Resistance theory holds that some students are driven by social and economic forces to resist actively the roles and identities schools would provide for them. It is argued that resistance is not mere opposition to authority and that liberatory methods are no automatic antidote for resistance. Resistance is co-constructed by teachers and students. The interanimation of voices and shared respect are key ingredients in positive classroom discursive communities. Two figures illustrate the classroom environment. (Contains 20 references.) (SLD)

ED 386 507 UD 030 553

McKersie, William S.
Reforming Chicago's Public Schools: Philanthropic Persistence, 1987-1993.
PUB DATE- 9 Mar 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Finance; Elementary Secondary Education; Grants; *Philanthropic Foundations; *Private Financial Support; Program Development; Public Policy; *Public Schools; *School Restructuring; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Reform Efforts

Private foundations are attempting to move away from educational reform approaches based on model development. The limits of the "Johnny Appleseed" (sowing seed and moving on) mode of grantmaking are coming clear. Persistence--a willingness to commit resources to an issue or institution for 5 to 10 years--will need to be an operating principle in any new mode of strategic philanthropy, especially in an era of public fiscal constraint. As years of public policy implementation convey, change takes time, particularly when the targets are schools and school districts built on complex patterns of organizational and individual behavior. But, for foundations, persistence bumps against other, vital principles, such as leverage, maximum flexibility, stewardship, and pluralism. Three different Chicago (Illinois) foundations, the Chicago Community Trust, the Joyce Foundation, and the Woods Fund of Chicago, which have been funding Chicago school reform for over 7 years, offer clues as to the sources and nature of the dilemma created by persistence. Three figures and one table illustrate the discussion. (Contains 37 references.) (Author/SLD)

ED 386 508 UD 030 554

resources schools have to offer and to increase the effectiveness of parent and teacher interaction. Appendix A lists resources and organizations. Appendix B lists 35 additional readings and appendix C contains 18 references. (SLD)

ED 386 526 UD 030 593

Dunn, Rita; Griggs, Shirley A.
Multiculturalism and Learning Style. Teaching and Counseling Adolescents.
PUB DATE- 95
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Adolescents; Cognitive Processes; *Cognitive Style; *Counseling; Cultural Differences; Disadvantaged Youth; Elementary Secondary Education; Identification; Individual Differences; Learning Strategies; *Minority Groups; *Multicultural Education; *Teaching Methods

This consideration of learning style and the minority student analyzes and synthesizes the research that reveals the similarities and differences among the learning styles of culturally diverse populations and describes how to teach and counsel adolescents with different learning styles. Research suggests that students whose instruction is not responsive to their learning styles achieve significantly less than children whose instruction is responsive. The implications of the varied individual, rather than the cultural group, and the learning styles of multicultural students are discussed for both teaching and counseling. The efforts of schools that have successfully reversed underachievement among culturally diverse students are described. The research on which these conclusions are based involved the participation of more than 18 professors and 60 doctoral students working collaboratively at St. John's University in New York. The instrumentation designed to identify learning style and 21 elements of learning style are identified. One table and 28 figures illustrate the discussion. A sample programmed learning sequence is illustrated with 45 instructional frames. (Contains 369 references.) (SLD)

ED 386 527 UD 030 594

Morgan, Harry
Historical Perspectives on the Education of Black Children.
PUB DATE- 95
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Black History; *Black Students; Children; Cultural Background; *Educational History; *Educationally Disadvantaged; Educational Practices; Educational Theories; Elementary Secondary Education; Financial Support; *Program Evaluation; *Resource Allocation; Slavery; United States History
IDENTIFIERS- African Americans; *Project Head Start

This book describes the historical perspectives related to the education of Black children through their heritage, their family and community, and institutions of learning. The complex interactions between Blacks and Whites and the roles of

Florida; University of South Florida; University of West Florida

This volume contains the evaluations and recommendations of the public administration program review conducted for the institutions of the Florida State University system by a team of peers from other institutions. Study components included a system orientation, site visits to each institution, and self-studies prepared by the university faculty coordinators at each institution. Section 1 contains an overview of the system's public administration programs including 11 recommendations for change. The overall review found that there were no organizational arrangements that deviated in a serious way from acceptable practices in the field. Section 2 contains reports, each prepared by a different person, on the following individual programs and institutions: Florida State University's School of Public administration and Policy; University of South Florida's Master of Public Administration Program; University of West Florida's Master of Public Administration Program; University of Central Florida's Department of Public Administration; Florida Atlantic University's Public Administration Program; University of North Florida's Master of Public Administration Program; and Florida International University. Appendixes contain information on the evaluation team, a list of university faculty and Board of Regents coordinators, the site visit schedule, and mission statement of the Collins Center for Public Policy. (JB)

ED 386 140   HE 028 548

Newble, David; Cannon, Robert

A Handbook for Teachers in Universities & Colleges: A Guide To Improving Teaching Methods. Third Edition.

PUB DATE- 95

NOTE- 160p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *College Instruction; Curriculum Design; Discussion (Teaching Technique); Educational Assessment; Educational Quality; Higher Education; *Instructional Improvement; Instructional Materials; Large Group Instruction; Lecture Method; Multimedia Instruction; Small Group Instruction; *Teaching Methods

This volume offers practical suggestions to teachers on how to improve teaching methods at the higher education level. Suggestions span various types of teaching tasks and settings. Chapter 1 is on teaching in large groups and includes lecture preparation, what to do when things go wrong, evaluating a lecture, and related topics. Chapter 2 discusses making a presentation at a conference or professional meeting including preparation, presentation, abstracts, posters, and chairing a conference session. Section 3 looks at small group teaching and the planning and skills needed for group management. Chapter 4 addresses practical and laboratory classes and the objectives best achieved in these classes and how to assist students in achieving them. Chapter 5 is on curriculum planning and how to do it in a systematic manner. Chapter 6 looks at assessment and aims to help ensure that assessments will measure what they are supposed to measure in a fair and accurate way. Chapter 7 discusses how to produce and use audiovisual and printed teaching materials economically and effectively. Each chapter ends with a section listing suggested readings. An index is wish to influence the direction of educational reform. The discussion focuses on the conditions confronting schools today, and what needs to be done to enable them to become the schools children need. The six chapter are: (1) "Vision and Mission"; (2) "School Reform--Again? Finally?"; (3) "Teaching and Learning in the Information Age"; (4) "Technology: The Key to School Reform"; (5) "Technology Revolution in Schools"; (6) "Achieving School Reform Through Technology." It is concluded that perhaps the most important factor favoring school reform is the impact information age technology is having on all aspects of the American culture. This technology can ensure success in school reform. Chapter notes are also included. (MAS)

ED 386 159   IR 017 284

Baldwin, Beatrice; Sinclair, Anne
The Status of Technology Usage in Southeastern Louisiana and the Impediments to Technology Usage.
PUB DATE- 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; Computer Uses in Education; Educational Media; *Educational Technology; Electronic Equipment; Elementary Secondary Education; *Knowledge Level; Surveys; Teacher Education; *Teachers; *Use Studies
IDENTIFIERS- *Access to Computers; *Louisiana (Southeast)

A survey of 131 southeast Louisiana educators revealed a significant discrepancy between educators' familiarity with technology and media, and the accessibility of such technology. A questionnaire asked subjects (73% female, and 27% male) to respond to a variety of items indicating familiarity with and accessibility to technology. In addition, respondents were asked to describe major impediments to technology usage, and to indicate what types of assistance would be most helpful in promoting technology use. Overall, respondents consistently reported that their level of technology knowledge exceeded the availability of the technology. For example, although 80% of the subjects reported being somewhat or very familiar with CD-ROM technology, only 51% reported having that type of technology available in their schools. Educators reported that the most serious impediment to technology usage was the lack of hardware (approximately 80%), followed by lack of training and lack of software (approximately 78% each). Respondents also reported that in-service workshops, conferences, and district technology consultants were helpful means of gaining technological knowledge. Three tables illustrate data. (Contains six references.) (Author/MAS)

ED 386 160   IR 017 285

McInerney, Valentina; And Others
Cooperative Group Computer Competency Instruction: Efficacy and Effect on Anxiety.
PUB DATE- 94
NOTE- 9p.; Paper presented at the International Congress of Applied Psychology (23rd, July 17-22, 1994, Madrid, Spain).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

(022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Educational Finance; Federal Government; Government Publications; *Grants; Information Networks; *Information Sources
IDENTIFIERS- Department of Education; *Gopher; *Internet

If you have access to the Internet, you can obtain information through the U.S. Department of Education (ED) Gopher, a service provided under the auspices of the ED Institutional Communications Network (INet) project, as well as other government gopher servers. At these sites, information can be found on discretionary grants, grants distributed by formula, and contracting opportunities. A variety of online sources of information are described, including: "Catalog of Federal Domestic Assistance"; "Federal Register"; ED Grants Announcements; and ED Program Information. Other sources which maintain online grant information are: The National Science Foundation; The National Institutes of Health; The National Institute of Mental Health; and The Far West Laboratory for Educational Research and Development. A brief description of the information source and the Internet address are provided. A few tips are given on accessing information through the Internet. (MAS)

ED 386 180 IR 055 592

Lance, Keith Curry
Statistics & Input-Output Measures for School Library Media Centers in Colorado 1995.
PUB DATE- Apr 95
NOTE- 475p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Library Research; *Library Statistics; *School Libraries; Statistical Data; Surveys; Tables (Data)
IDENTIFIERS- *Colorado

This package of statistics on Colorado's school library media centers (LMCs) is the product of the Survey of School Library Media Centers in Colorado 1994. There are three major components to this profile: (1) a 210-page complete tabulation of the survey's results, arranged by school level and enrollment range; (2) a set of tables reporting statewide totals for selected library media statistics; and (3) a set of tables reporting selected statistical ratios for LMCs statewide, by school level and enrollment range. Statistical report sections are: Respondent Identification; Access to the Library Media Center; Library Media Staff; Electronic Access to Information; Library Media Services Per Typical Week; Library Media Collection; Annual Expenditures; and Standards-Based Education. Two appendices include Totals for School Library Media Centers in Colorado 1994 and Benchmarks for School Library Media Centers in Colorado 1994. (MAS)

ED 386 181 IR 055 593

Microelectronic Information Processing Systems: Computing Systems. Summary of Awards Fiscal Year 1994.
PUB DATE- 95
NOTE- 92p.; Replaces NSF-94-13.

titles of the essays are: (1) "A Different World"; (2) "A Man, 30-40, Married, with Children"; (3) "Climbing the Managerial Ladder"; (4) "A Profile of ALA Members"; (5) "The Librarian as Censor"; (6) "Waiting in the Wings"; (7) "The Critical Consensus"; (8) "The Alternative Conferencegoer." (Author/AEF)

ED 386 200 IR 055 615

Holland Johnson, Alice Jane
Information Brokers: Case Studies of Successful Ventures.
PUB DATE- 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Business; Case Studies; *Entrepreneurship; Information Industry; *Information Scientists; *Information Services; *Librarians; Online Searching; Reference Services; *Small Businesses; Surveys
IDENTIFIERS- Document Delivery

This guide is intended for librarians planning to start an information brokerage, whether as an entrepreneur or as a member of a document delivery group in a library. The guide identifies specific skills and relevant characteristics required to establish a successful information brokerage firm and describes a model to assist readers in the process of undertaking an information brokerage firm as a viable business venture. Data was collected from questionnaires sent to successful information brokerages throughout the United States, and from in-depth interviews conducted with principals from six of these firms. Individuals were questioned about procedures used in establishing their businesses, their relevant personality characteristics for operating a successful venture, and general items concerning information brokering. Also included in the book are a brief history of information services and a review of the literature to familiarize readers with the profession. Major findings concluded that: (1) the majority of information brokerage firms were established prior to 1980 by one principal who holds an M.L.S. degree; (2) services offered most frequently by information brokers are research, consulting, online searching, document delivery, and manual searching; (3) most (85%) participants accept no legal responsibility for the information they provide clients; (4) participants generally fit the typical entrepreneurial profile; (5) money was not the impetus for initiating or remaining in information brokering; frustration with limitations/restrictions in traditional organizations primarily affected those decisions; (6) copyright issues were of minor concern to most respondents; and (7) information brokers surveyed did not consistently follow standard or recommended business procedures in the establishment of their companies. Appendices include the questionnaire and cover letter, interview questionnaire, and questionnaire responses. (Contains 59 references.) (MAS)

ED 386 201 IR 055 616

White, Herbert S.
At the Crossroads: Librarians on the Information Superhighway.
PUB DATE- 95
NOTE- 422p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

responsibilities, such as membership on college and/or division committees; of professional growth, including degrees earned or conferences attended; and of professional service to the community. Finally, sample application forms for tenure candidates are provided. (KP)

ED 386 220 JC 950 390

Joint Legislative Workgroup on Community College Financing.
PUB DATE- Jan 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation (Education); College Role; Community Colleges; *Educational Finance; Enrollment; *Financial Policy; Full Time Equivalency; Planning Commissions; *Policy Formation; *State Aid; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Funding Formulas; *Maryland

In June 1994, the Maryland Joint Legislative Workgroup on Community College Financing was formed to evaluate the state's funding formula for community colleges and its responsibility to adequately fund Baltimore City Community College (BCCC). The Workgroup reviewed the statutory role of community colleges, BCCC's creation in 1990 by the Legislature, and the current funding formula which distributes general funds by fixed cost grants, marginal cost grants, college size, relative wealth of institutions, challenge grants, and fixed-cost equity adjustment. Due to the complexity of the issues involved, the Workgroup requested a one-year extension to conduct in-depth analyses, but as an interim measure, recommended that any money over the $88.1 million already derived from the state formula for fiscal year 1996 be distributed on a priority basis as follows: (1) fund a hold harmless provision, so that no institution receives less than in the previous year; (2) fully fund statewide programs for high-cost academic programs and programs in allied health fields with labor shortages; and (3) give any remaining funds to colleges on a full-time equivalent student basis. The Workgroup also recommended that BCCC be given a funding increase comparable to that given to other colleges and that BCCC's faculty salary structure be analyzed and adjustments recommended, if appropriate. Finally, the group recommended that the state Commission act to resolve existing problems related to transferring credit from community colleges to other public institutions of higher education in Maryland. (A glossary of terms, state education codes on the definition of full-time equivalent students, a list of foundation dates of the state's colleges, an overview of other states' funding formulae, and data on state and county aid to community colleges are appended.) (KP)

ED 386 221 JC 950 391

Crook, David
The Impact of College Now: An Assessment of the Retention and Academic Progress of Program Participants Who Entered CUNY in Fall 1987 and College Now Alumni Survey, Fall 1990.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Choice; Community Colleges; Graduate Surveys; Predictor

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Community Colleges; Construction Costs; Construction Needs; Educational Facilities Design; Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Enrollment; *Enrollment Projections; Expenditure per Student; Facility Requirements; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in May 1995 at Miami-Dade Community College (MDCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, and the cooperative process used in conducting plant surveys in the Florida community college system. Section 4 contains a historical overview of MDCC, including its major mission, goals, and policies as they relate to capital improvements. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights programs, services, and facility needs of MDCC. Section 7 provides an inventory of existing sites and facilities and campus maps and site plans. Section 8 provides a plan for housing programs, students, and services, while section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for site acquisition development, and improvement; construction; remodeling; and renovation at MDCC at a total cost of $604,360,584. (KP)

ED 386 239 JC 950 430

Adams, Judith
Macomb College Graduates--Five Years Later: A Follow-Up Study of the Classes of 1989-90. Project #94-062.
PUB DATE- Nov 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Education Work Relationship; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Macomb Community College MI

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. For the 5-year follow-up of the class of 1989-90, surveys were sent to all 2,877 alumni requesting information on characteristics, current employment/educational status, salaries, and perceptions of MCC. Study findings, based on responses from 952 former students (33%), included the following: (1) 43% had attended MCC to prepare for a job, 35.5% for transfer credit, and 15% to full-time faculty. A grade point average (GPA) was computed for each instructor by dividing the total grade points by the number of grades given. Withdrawals were tabulated separately. The GPA's of all four instructors were compared and an analysis of variance was used to determine significant differences between instructors. Variance was compared within and between instructor groups to determine significance. This ratio was found to be 2.29, not significant at the 0.05 level, suggesting there were no meaningful differences in grading between instructors. An analysis by instructor indicated that for the sample period, instructor number 1 had a success rate (i.e., grades of at least a C or credit divided by the total grades) of 68.5% (450 completed) and a withdrawal rate of 31.5% (207 withdrew); instructor number 2 had a success rate of 71.2% (242 completed) and a withdrawal rate of 28.8% (98 withdrew); instructor number 3 had a success rate of 63.9% (384 completed) and a withdrawal rate of 36.1% (217 withdrew); and instructor number 4 had a success rate of 63.3% (420 completed) and a withdrawal rate of 36.7% (244 withdrew). Data tables and charts are included. (KP)

ED 386 256 JC 950 448

Information about Student Enrollment, College Staff and the Budget.
PUB DATE- Jun 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjunct Faculty; Annual Reports; Associate Degrees; *Budgets; College Faculty; Community Colleges; Educational Finance; *Enrollment; *Enrollment Trends; Expenditures; Full Time Students; *Grades (Scholastic); *Institutional Characteristics; Minority Groups; Part Time Students; *School Demography; Student Characteristics; Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *College of the Canyons CA

Consisting primarily of charts and tables, this report provides historical data on student enrollment, college staff, and the budget at California's College of the Canyons, focusing primarily on the period from 1990-94. The first section provides tables on student enrollment, including total headcount; enrollment by gender, age group, racial/ethnic group, full-/part-time student status, and admission status (i.e., first-time, transfer, returning, etc.); weekly student contact hours by day/evening status; trends in grades awarded; and degrees and certificates awarded. The second section describes college personnel, including employees by job classification, growth in full-time equivalent faculty from fall 1985 to fall 1994, college workforce by gender and ethnicity, and new hires from July 1993 to June 1995 by ethnicity. The final section provides budget data for 1993-94 and 1994-95, including the total budget, unrestricted general fund revenue, unrestricted general fund expenditures, restricted general fund revenues, and expenditures by activity for 1989-90 to 1993-94. Highlights of the report include: (1) enrollment increased to a high of 6,670 in fall 1992 and then fell to 6,157 in fall 1994 showing an overall loss in enrollment of 3.6%; (2) Hispanic enrollment increased by 50.1%, Native American enrollment increased by 40.4%, Asian enrollment increased by 26.8%, African American enrollment by 16.9%, and White enrollment decreased by 13.5%; (3) from fall 1991-94 this report describes the findings of a 2-year study into educational provision and day care for preschool children between the ages of 2 and 4 in Scotland. The study examined the variety of provisions for preschool; how preschool relates to the 5-14 program in schools; provision for special needs; and parents' and providers' views about quality. The research was conducted in the regions of Strathclyde, Fife, and Borders (three regions in Scotland) using a postal questionnaire, interviews, and observations. Main findings included the following: (1) costs and availability vary considerably among providers; (2) there was no common approach to keeping, using and having access to children's records; (3) for many children from minority cultures, there was no one at the center who shared their culture or first language; (4) parents and providers attached most importance to health and safety, and centers adopted various ways of assessing their own quality; and (5) the demand for pre-five services is likely to continue and expand in types of provision, learning and child-centered activities, special needs, and collaboration. A list of discussion topics is included. (AP)

ED 386 274 PS 023 294

Hewes, Dorothy W.
Early Childhood Education: Its Historic Past and Promising Future.
PUB DATE- 3 May 95
NOTE- 14p.; Speech presented at the Annual Graduation Celebration; Early Childhood Education (20th, Long Beach, CA, May 3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Childhood Needs; *Children; *Early Childhood Education; *Educational History; Educational Philosophy; *Educational Theories; *Educational Trends; European History; Futures (of Society); Kindergarten; Nursery Schools; Social Change; United States History
IDENTIFIERS- Froebel (Friedrich); National Association Educ of Young Children; National Education Association

As the end of the century nears, it is important to reflect upon the history of early childhood education and what the future holds. Centuries before the Christian era began, Plato wrote that the welfare of children from birth onward was a responsibility of the entire community. In 1628, the first written guidance for out-of-home education of children between the ages of 3 and 7 was provided in a text by Comenius. By the 1890s, kindergartens had gained enough popularity such that a Kindergarten Department became a segment of the National Educational Association. Through the Great Depression and the World Wars, the concept of early childhood education continued to grow. Now as we look toward the next century, we need to: (1) continue to align ourselves with organizations to fight for programs responsive to the needs of children; (2) ensure that teachers have appropriate educational and experiential backgrounds; (3) persuade budget-makers that parental fees must be supplemented by public funding to ensure a quality learning environment; (4) avoid emphasizing any one age level at the expense of others; and (5) remember the basic needs of children. (SW)

ED 386 275 PS 023 322

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Administrator Role; Case Studies; Educational Attitudes; Educational Improvement; *Educational Strategies; Elementary Education; Elementary Schools; *Family Involvement; Junior High Schools; Middle Schools; Parent Participation; Parent Role; Parent Teacher Cooperation; Participatory Research; *Partnerships in Education; Program Descriptions; Program Development; Program Evaluation; *School Community Relationship; Teacher Role

This report describes the efforts of eight elementary and middle schools in seven states to involve families and communities in ways that have significant impact on students' learning. Through a process called Parent-Teacher Action Research (PTAR), teams of parents and teachers, principals, and facilitators at each school closely examined their own efforts to involve families and communities and took action to improve community partnerships and school involvement programs. The PTAR project used a case study approach to examine the processes and effects of family-community interventions within the eight schools. Overall, the results indicated that the PTAR process helped parents, teachers, and administrators make sense of the goals and strategies they were attempting in their school improvement and partnership ventures to address the needs of the whole child. The process also helped them to solve problems by implementing flexible and responsive policies and programs. Four appendixes provide copies of program goals, handouts, newsletters, forms, questionnaires, and survey results. (Contains 13 references.) (MDM)

ED 386 294 PS 023 509

Hohmann, Mary; Weikart, David P.
Educating Young Children: Active Learning Practices for Preschool and Child Care Programs.
PUB DATE- 95
NOTE- 1,103p.
LANGUAGE- English
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Child Development; Classroom Design; Cognitive Development; *Curriculum Development; Educational Attainment; Educational Attitudes; *Educational Strategies; Instructional Materials; Learning Activities; *Outcomes of Education; Preschool Children; Preschool Education; Program Effectiveness; Program Evaluation; Teaching Styles; Team Teaching; Time Perspective
IDENTIFIERS- *High Scope Model; Quality Indicators

Divided into three parts, this book reviews the basic concepts of the High/Scope preschool curriculum and its development, implementation, and effectiveness. The introduction offers a retrospective of the program's history, describes the five basic principles that form the framework of the approach, and discusses some of the reasons for its effectiveness. Part 1 analyzes the core idea in the development of the High/Scope curriculum--active learning. The concept of active learning is discussed in several contexts: as an essential ingredient for

ED 386 311 PS 023 543

Binkowski, Kathleen; And Others
A Qualitative Study of Higher and Lower Performing Elementary Schools.
PUB DATE- Apr 95
NOTE- 60p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Educational Change; Educational Improvement; Educational Quality; Educational Research; *Effective Schools Research; Elementary Education; *Leadership Qualities; Principals; Qualitative Research; School Administration; *School Effectiveness
IDENTIFIERS- American Educational Research Association

During the early 1980s, a number of commissions and special reports stated that education as it existed in the United States was in need of significant reform. The recommendations from these reports began to support "school effectiveness" research. Researchers charge that the basis for judging school effectiveness--student performance on norm-referenced standardized achievement tests--is extremely narrow, and advocate a more expansive definition. Additionally, although research clearly indicates the correlates of effective schools, it is unclear how schools become effective. This study sought to identify and analyze higher and lower performing elementary schools according to an enhanced definition of effectiveness. Analysis included the leadership, school culture, and instructional factors that contributed to school improvement in the higher performing schools. The investigation involved a multi-site ethnographic study of four (K-6) elementary schools in Connecticut's Educational Reference Group VI. Data were gathered from in-depth interviews and school documents which included strategic school profiles, curriculum guides, and district planning documents. Principals, central office administrators, and teachers were interviewed. The study considered the major themes that contribute to school improvement and concludes that leadership is one significant factor in creating higher performing schools. This leadership, however, emanates from a number of often-competing sources which include the school principal, the teaching staff, and the district central office. It is when the combination of sources coalesce around common goals that schools prosper at higher levels. The following questions are worth exploring in further research: (1) How do interpersonal skills impede or promote collaboration? (2) What strategies can be included in leader and teacher training programs to improve problem-solving and facilitation skills? (3) How can an improved understanding of successful principals and schools influence leadership training? and (4) How should staff development or graduate courses be designed to prepare future leaders with curriculum and instruction knowledge? (Contains 50 references.) (Author/BGC)

ED 386 312 PS 023 544

Green, Morris, Ed.
Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents.

provides a detailed description of deriving estimates of program effect from reference groups. Included in this description are sections on: (1) defining project effectiveness; (2) establishing reference groups for comparisons; (3) assessing the comparability of reference groups; (4) evaluating implementation issues; (4) checking validity of growth expectations; and (5) using reference group analyses at the individual project level. (JW)

ED 386 331 PS 023 670

Rothenberg, Dianne
Supporting Girls in Early Adolescence. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Cultural Differences; *Early Adolescents; *Females; Parent Child Relationship; Physical Development; Self Concept; *Self Esteem; *Sex Differences; Sex Stereotypes; Teacher Student Relationship
IDENTIFIERS- Adolescent Attitudes; ERIC Digests

Results of national studies suggest that for girls, the middle grades can be a time of significant decline in self-esteem and academic achievement. Reasons for this decline are not clearly indicated by research, but it is likely that multiple factors are involved. One factor is the preferential treatment boys receive in the classroom. Out-of-school factors include girls' observations about the different status of men and women in society. A third factor relates to cultural differences in sex role socialization. Researchers have observed other consequences associated with a general loss of self-esteem in preadolescent girls. For example, compared to boys, adolescent girls experience greater stress, are twice as likely to be depressed, and are four times as likely to attempt suicide. Girls' depression has been found to be linked to negative feelings about their bodies and appearance. In order to support and encourage preadolescent girls, parents can: (1) begin early to nurture freedom from stereotyped expectations; (2) inquire regularly about their daughters' participation in school; (3) listen to their daughters' questions and complaints about peers, siblings, and adults; and (4) be aware that girls receive conflicting messages about their worth and place in our culture. Likewise, teachers can find ways to develop gender-fair curricula; encourage girls to enroll and participate in all academic courses; and deal directly with issues of gender. School administrators can develop and enforce policies against gender-related harassment and can ensure that school programs offer equal opportunities to boys and girls. (BC)

ED 386 332 RC 020 070

Halbrook, Steve A., Ed.; Grace, Teddee E., Ed.
Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference (44th, Boise, Idaho, September 18-21, 1994).
PUB DATE- Jan 95
NOTE- 212p.; For selected individual papers, see RC 020 071-079. For the 1993 proceedings, see ED 373 928.
LANGUAGE- English

(Information)
IDENTIFIERS- *Italy

Since the mid-1980s, the Tuscany (Italy) regional government, the University of Florence (adult education department), and the Commune of Castelfiorentino have participated in a joint project aimed at narrowing the ever-widening gap between different segments of the Castelfiorentino population with regard to education and culture. The project focuses on the role of the library and has created a local information system that includes a television program on educational, cultural, recreational, and sporting events; a local newspaper started by citizens; air time on the local radio network for discussing local problems and information sharing; and a telephone information service. To increase the number of places where people can find, read, and borrow books, satellite service points have been established at such sites as beauty salons, recreational and cultural centers, hospitals, supermarkets, and schools. In addition, the project has developed a model to address the lack of a public adult education system in Castelfiorentino. The model involves: (1) establishing a planning process that defines educational objectives and addresses resource availability, appropriate methods, and procedures; (2) defining the target clientele; and (3) addressing the scope of application and resources available for training activities. Program evaluation would require assessing skills acquired during training by comparing them with requirements for local socioeconomic development; assessing how well the public was prepared for and given access to new training opportunities; and assessing the degree to which students actively participate in organized community life. (LP)

ED 386 349   RC 020 241

Buss, Sue; And Others
Opening Up Learning: Responding to the Literacy Needs of the Rural Communities. Chapter 11.
PUB DATE- 94
NOTE- 17p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Adult Basic Education; *Adult Literacy; Change Strategies; Educational Cooperation; Educational Practices; Foreign Countries; Functional Literacy; *Literacy Education; Nontraditional Education; Peer Teaching; Program Descriptions; Rural Areas; *Rural Education; *Social Change; Tutoring
IDENTIFIERS- *England; *Open Learning

This chapter presents five case histories that describe literacy education practices in rural areas of England. All programs include the use of action research and the concept of open learning. Open learning is a nontraditional approach to education that includes the use of learning centers, computers, audio- and videotapes, and distance education. Tutors are available, but do not generally work one-on-one with students. They are seen as a shared resource, along with printed and electronic materials. Programs include an adult basic education group in west Dorset, a community education project in Suffolk involving peer tutoring with young adults, a core skills workshop at North Devon Tertiary College, a program that works with ethnic minority adults in a rural area of Cambridgeshire, and a program that works with unemployed adults in west generic term for interactive electronic communications. The four main types of teleconferencing--audio, audiographic, video, and computer (text) teleconferencing--share the following common elements: (1) use of terminal equipment and space-terrestrial communications; (2) linkage of individuals or groups at multiple locations; (3) full interactive communications among all participants; and (4) immediate and dynamic qualities, involving active user participation. Teleconferencing can be applied to education and training ("teletraining"), administration and organization, services, research, and social and entertainment activities. Fifteen examples are offered of uses of teleconferencing in schools and universities in Australia and North America. In the Queensland Open Learning Project, the state government aims to increase access to tertiary education through a cooperative decentralized system of delivery using telecommunications. Major elements of the project include 41 open learning centers, 20 of which will be in rural communities with no previous tertiary education "presence"; a remote area teacher education program; a preparatory and remedial education project to assist people who need a second chance to prepare for postsecondary education; a comprehensive national database on course information; courses for farmers; visual arts education; and postsecondary access for special needs students. The telecottage approach to community development is also discussed. (SV)

ED 386 367   RC 020 274

Urch, Mary
Education in Rural Areas of Scotland.
PUB DATE- Jun 90
NOTE- 8p.; In: "Think Tank" on Research into Rural Education. Proceedings of the Conference Held by the Rural Education Research and Development Centre (Townsville, Queensland, Australia, June 10-14, 1990); see RC 020 271.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Schools; Consolidated Schools; *Educational Change; Educational Equity (Finance); Elementary Secondary Education; Foreign Countries; Geographic Isolation; Higher Education; Inservice Teacher Education; *Rural Education; School Community Relationship; *Small Schools; Staff Development
IDENTIFIERS- *Scotland

This paper provides a glimpse of the current picture of education in rural Scotland. Scotland has many small schools, and not all of these are in geographically isolated areas. Although Scotland's population has decreased in the past 20 years, the decline has been mostly in urban areas. Remote areas are becoming more cosmopolitan as highly educated people relocate to rural areas, either for life style reasons or to work in the North Sea oil industry. Educational policy has moved away from closure of small schools and now provides additional funding for small schools in many parts of the country. In areas where larger consolidated schools have been built, local communities have shared in the decision-making process. Throughout the 1980s, there has been an upsurge in attempts to develop parent-school and community-school partnerships. Community schools range from those that simply make school facilities available to the community, to those that are actively involved in community development. National discussion papers were produced

(LZ)

ED 386 388 SE 056 778

El-Hinnawi, Essam
UNEP: Two Decades of Achievement and Challenge. 20 Years.
PUB DATE- 92
NOTE- 57p.; Color photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Environmental Education; Global Education; *International Programs; *Program Descriptions
IDENTIFIERS- Environmental Education Programs; Environmental Problems; *United Nations Environment Program

This publication highlights major achievements of the United Nations Environment Program (UNEP) activities over the period 1970 to 1990. Chapter 1, "The Stockholm Conference and the Establishment of UNEP," describes the establishment of UNEP. Chapter 2, "The Role of UNEP," covers program development, environment and development, and UNEP's priorities. Chapter 3, "Two Decades of Achievements," highlights problems and programs in the areas of protection of the atmosphere, management of freshwater resources, protection of oceans and coastal areas, protection of land resources, conservation of biological diversity, management of toxic chemicals and hazardous wastes, development and quality of life, environmental monitoring, and other program activities (including environmental law, environmental education and training, public awareness, and UNEP's Clearinghouse). Each resource topic contains an introduction to the global environmental problem and an "Action" section that describes UNEP programs addressing the problems. Chapter 4, "Priorities for the Future," outlines UNEP priorities for the next decade in environmental management, environmental assessment, and support measures. (LZ)

ED 386 389 SE 056 808

People, Animals and the Environment: An Educational Simulation Game. Teacher's Guide and Student Guide.
PUB DATE- 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Animals; *Educational Games; Environment; Environmental Education; *Ethics; Group Activities; Junior High Schools; Middle Schools; *Participative Decision Making; Public Policy; Role Playing; Secondary Education; *Simulation
IDENTIFIERS- *Animal Welfare; Environmental Impact; Humane Education

This document consists of a teacher guide and a student guide to an educational simulation game that provides students with an opportunity to examine the relationship between humans and animals, and to explore the roles that animals play in daily life. The teaching technique employed is a student-centered process in which students work cooperatively in small groups to develop research, oral, and written communication skills. The game takes the form of a Congressional hearing on the topic of

Behavior; Teacher Behavior

This handbook serves as a practical guide and reference manual for teachers on maintaining classroom discipline. Divided into three parts, part 1: "Understanding Discipline in Art Classrooms", the nature and complexity of discipline problems is examined. In part 2: "Preventing Discipline Problems," suggestions are given for management practices that prevent misbehavior from happening in the first place. Part 3: "Strategies for Addressing Discipline Problems," gives suggestions for dealing with incidents in effective, humane, and professional ways. Contains 36 references. (MN)

ED 386 413 SO 025 421

Dunn, Phillip C.
Curriculum: Creating Curriculum in Art. Point of View Series.
PUB DATE- 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Behavioral Objectives; Cognitive Objectives; Curriculum Based Assessment; *Curriculum Design; *Curriculum Development; *Discipline Based Art Education; Elementary Secondary Education; Integrated Curriculum; Sequential Approach; Social Change; Student Centered Curriculum; Visual Arts

The purpose of this book is to examine current conditions for art education (what is) and ask the reader to think about what ought to be. By blending history, theory, and practice, the author attempts to provide a multifaceted model for art teachers to use as a starting point in their efforts to improve art education as we prepare to enter the 21st century. Section 1, "Setting the Stage: Exploring Issues," establishes the developing role of curriculum in the field of art education. Chapter 1 makes the case for having a written, sequential, cumulative, and well articulated curriculum in art. Chapter 2 lays out the basic elements or components of an art curriculum. Chapter 3 provides a selected look at the theories that contributed most heavily to art's curricular roots. Section 2, "Approaches that Work", defines the components of successful approaches to art curricula construction. Chapter 4 gives an analysis of a traditional child-centered creative self-expressive approach. Chapter 5 examines a social adaption/social reconstruction model and an integrated arts model. This section concludes with chapter 6's look at a multifaceted, cognitive development model, an academic rationalism model, a curriculum as technology model, and finally, the amalgamated curriculum approach. Section 3, "Some Examples for Consideration," is devoted to translating theory into practice. Chapter 7 provides a curriculum framework based on the amalgamated-curriculum model. Chapter 8 describes the process involved in creating the district level art curriculum. Chapter 9 deals with assessment and evaluation. Appendix A includes useful charts for designing the curriculum. Appendix B is a glossary. Contains a 35-item list of references. (MM)

ED 386 414 SO 025 422

Zurmuehlen, Marilyn

IDENTIFIERS- Maine; *Training Needs

The paper reports on a practicum project to assess the training needs of paraprofessionals and to develop a training program to meet those needs. The first section of the paper is a literature review, which revealed few studies that have addressed the efficacy of paraprofessinals, though research that has been done indicates that paraprofessionals working with handicapped children have a direct effect on the students' academic performance. The literature also reveals that few states systematically train or certify paraprofessionals, and few universities teach preservice teachers how to utilize paraprofessionals in the classroom. The training program was designed to help improve the knowledge of disabilities, working relationships, and job performance skills of a target group of 12 special education paraprofessionals who work with K-2 students with handicaps in a rural Maine island school. Twenty-five skills were identified as those a paraprofessional should possess for job success; a needs assessment survey was administered to participants. Overall, entry skills and knowledge of the target group assessed ranged from 20 percent to 60 percent level of proficiency, well below the 80 percent or above level of proficiency preferred in the literature and among professionals surveyed for the study. The objectives for the program were for the paraprofessionals to increase their knowledge of disabilities, working relationships, and job performance skills by a program objective of 80 percent. The target group participated in a 12-week training session developed from a needs analysis assessment. Each of the weekly work sessions is described in the report. Project evaluations and assessments indicated that all program objectives were met, with the target group improving dramatically in all areas. Recommendations for staff development budget and expenditures, plus topics to be covered are outlined. Ten appendices provide: Maine Department of Education Special Education Regulations; Needs Assessment; Summary of Needs Assessment; Pretest for Paraprofessionals; Posttest for Paraprofessionals; Results of Pre-Assessment for Paraprofessionals; Summary of Results of Pre/Post Evaluations; Pre/Post Professional Evaluation of Paraprofessionals; Paraprofessional Training Evaluation; and Paraprofessional Certificate of Participation. (Contains 40 references.) (ND)

ED 386 431 SP 036 180

Woods, Peter
Creative Teachers in Primary Schools.
PUB DATE- 95
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *British National Curriculum; *Classroom Environment; *Creative Teaching; Educational Research; Elementary Education; Elementary School Teachers; Foreign Countries; *Instructional Innovation; Teacher Effectiveness; Teacher Role; *Teaching Conditions; *Teaching Methods; Teaching Styles
IDENTIFIERS- England; *Teaching Research

This book is based on research focusing on "creative teaching" in the British National Curriculum. The aim has been to test and fill out the concept of creative teaching in a wider range of schools and with teachers working in markedly different circumstances than before the 1988 Education Reform Act, which established a National Curriculum in England. Study students as they relate to environmental protection and health. A 16-item questionnaire focused on subjects' perception of social versus individual responsibility for environmental protection. Subjects (N=7,834) were drawn from elementary, middle, high school, and university student populations in Alabama and North Carolina. Data indicated that subjects from different states had different environmental attitude predispositions and that subjects from varied ethnic backgrounds and different grade categories had significantly different attitudes. Subjects were aware of the link between environmental hazards and health and felt that individuals are responsible for exercising the control necessary to effect change. In addition, subjects believed that environmental protection must start with the individual but collective effort at the societal level is necessary for success. (Contains 16 references, the survey instrument, and 9 tables.) (Author/ND)

ED 386 448 SP 036 208

Morris, Vivian Gunn; And Others
Improving the Literacy Skills of K-6 At-Risk Students through Parental Involvement. Final Report on Student Success Program at Frayser Elementary School, 1994-95.
SPONS. AGENCY- National Foundation for the Improvement of Education, Washington, D.C.
PUB DATE- Jul 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; *Computer Assisted Instruction; Educationally Disadvantaged; Elementary Education; Higher Education; *High Risk Students; *Parent Participation; *Parents as Teachers; Parent School Relationship; *Parent Workshops; *Reading Instruction; Volunteers
IDENTIFIERS- Family Literacy; Memphis City Schools TN; University of Memphis TN

The purpose of this project was to improve the literacy skills of at-risk children enrolled at Frayser Elementary School in Memphis (Tennessee) by involving parents in school activities at home and at school. Parents were invited to participate in a series of workshops on tips for reading with children and were encouraged to use these skills in the home setting and as volunteers in their children's classrooms. The project was designed to accomplish the following objectives: (1) improve the literacy skills of K-6 at-risk students by training their parents to provide literacy skills instruction at home and at school; (2) increase the involvement of parents as volunteers in classrooms and in other school related activities; and (3) use technology to improve the writing skills of at-risk sixth grade students. While 61 parents signed up to participate in the literacy program, only 17 actually attended. After some initial anxiety, the teachers felt more confident and comfortable with their role following the training sessions and the initial workshop for parents. Teacher evaluations of the workshop indicated that the workshops were needed, well conducted, and helpful. All of the parents completing evaluation forms found the workshops relevant, helpful, and enjoyable. Two training sessions were conducted for the sixth-grade teachers and a one-day workshop in computer skills was held for the sixth-grade students at the University of Memphis. Significant learnings are summarized under the following headings: students, lessons learned, most significant aspects about the project, things to do differently, advice for others skills assessed. Implications of these results for cognitive models of reasoning are also discussed. Six tables and one figure illustrate the analysis. (Contains 36 references.) (Author/SLD)

ED 386 466 TM 023 825

Sykes, Robert C.; Ito, Kyoko
The Estimation of Item Difficulty from Restricted CAT Calibration Samples.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Difficulty Level; Estimation (Mathematics); Factor Analysis; Licensing Examinations (Professions); Multiple Choice Tests; *Sample Size; Test Format; *Test Items
IDENTIFIERS- *Calibration; *Dimensionality (Tests)

Whether the presence of bidimensionality has any effect on the adaptive recalibration of test items was studied through live-data simulation of computer adaptive testing (CAT) forms. The source data were examinee responses to the 298 scored multiple choice items of a licensure examination in a health care profession. Three 75-item part-forms, differing in the degree of bidimensionality, were constructed from the examination forms. The dimensionality of each item was determined based on principal factor loadings using W. F. Stout's (1987) procedure. Samples of 2,100 examinees from an U.S.-educated group and a predominantly foreign-educated group were used, with samples sizes of 100, 200, 400, and 1,000 used for the analyses. As expected, an increase in sample size resulted in greater agreement between calibration and bank b-values. It appeared that dimensionality affected adaptive recalibration. Results from this study varied depending on the dimensionality of the part-forms. Results also affirm the importance of a well-defined reference group for recalibration, since samples from varying ability ranges sometimes produced considerably different b-values. Three tables present details of the analyses. (Contains six references.) (SLD)

ED 386 467 TM 023 835

Math Assessment Alternatives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; *Educational Assessment; Educational Research; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Instruction; Mathematics Tests; Portfolios (Background Materials); *Student Evaluation; *Test Construction; Test Items
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation; Vermont

The articles in this bibliography represent holdings to date in the area of assessment alternatives in mathematics. The

*Logistic Regression; *Random Coefficient Models

An approximation to the likelihood for the generalized linear models with random coefficients is derived and is the basis for an approximate Fisher scoring algorithm. The method is illustrated on the logistic regression model for one-way classification, but it has an extension to the class of generalized linear models and to more complex data structures, such as nested two-way classification. Both full and restricted maximum likelihood versions of this algorithm are defined. The estimators of the regression parameters coincide with the generalized estimating equations of S. L. Zeger and K. Y. Liang (1986) but an essentially different class of estimators for the covariance structure parameters is obtained. A simulation study explores the properties of the proposed estimators. Five tables, 12 figures, and an appendix of statistical analysis are included. (Contains 43 references.) (Author)

ED 386 488 TM 024 057

Holland, Paul W.
Probabilistic Causation without Probability.
PUB DATE- Mar 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Causal Models; *Probability; *Social Science Research
IDENTIFIERS- *Probabilistic Causation; Suppes (Patrick)

The failure of Hume's "constant conjunction" to describe apparently causal relations in science and everyday life has led to various "probabilistic" theories of causation of which the study by P. C. Suppes (1970) is an important example. A formal model that was developed for the analysis of comparative agricultural experiments in the first quarter of this century can be used to give an alternative account of "probabilistic causality" that does not take a stand as to the stochastic or deterministic nature of the causal connection. The approach has many applications in social, behavioral, and medical science. This paper discusses the formal model in detail, applies it to "probabilistic causation," and compares the resulting theory to Suppes' theory. Two tables present analysis results. (Contains 44 references.) (Author/SLD)

ED 386 489 TM 024 058

Robertson, Nancy J.
Documentation of GRE Talent Flow Data Base--1978 to 1987. GRE Board Professional Report No. 91-19P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Nov 93
NOTE- 56p.; For a related document, see ED 385 560, "Change in Field of Study from Undergraduate to Graduate School: Creation of a GRE Data Base for Studying Talent Flow" by Jerilee Grandy and Nancy Robertson.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Databases; Graduate Students; Higher Education; *Information Retrieval; *Majors (Students); Research Methodology; *Talent; Undergraduate Students
IDENTIFIERS- Data Files; *Graduate Record Examinations

The project described was an outgrowth of a recently completed

Pappas, Georgia; And Others
Voices from the Heart. The Community Speaks Out about Student Expulsions and Suspensions in Colorado.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Case Studies; Counseling; *Discipline; Elementary Secondary Education; Ethnic Groups; *Expulsion; *Hispanic Americans; *Minority Groups; Multicultural Education; Nontraditional Education; Parent Participation; Prevention; School Districts; *Suspension
IDENTIFIERS- African Americans; *Colorado; Latinos

In Colorado, school discipline measures vary from classroom to classroom, school to school, and district to district. Another area of concern is the disproportionate number of ethnic minority students who are expelled in Colorado. While Latinos accounted for 17 percent of Colorado's students, they represented one-third of expelled students. African Americans were 5 percent of the student body, but 12 percent of expelled students. To determine how the community experienced and perceived expulsion and suspension, the Latin American Research and Service Agency (LARASA) collected case studies of 32 families, interviewed 24 students in 3 focus groups, and interviewed 13 community leaders. The data suggest that many student problems were never addressed and that expulsion was merely a short-term solution to a long-term problem. Recommendations are made that include: (1) alternatives for expelled students; (2) due process; (3) alternative discipline measures; (4) early prevention; (5) parent leadership training; (6) multicultural training for educators; (7) counseling; and (8) classroom structure. Six charts and seven tables present study findings. Appendix A contains parent responses to a questionnaire, and Appendix B summarizes student questionnaire responses. A 22-item bibliography follows the Introduction. (SLD)

ED 386 509 UD 030 556

Child Care. Working Poor and Welfare Recipients Face Service Gaps. Report to Congressional Requesters.
PUB DATE- May 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Block Grants; *Day Care; *Delivery Systems; Economically Disadvantaged; Eligibility; Federal Government; Government Role; *Integrated Activities; Low Income Groups; Poverty; *State Programs; Urban Areas; Urban Problems; Welfare Agencies; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; *Working Poor

The General Accounting Office was asked by the House Committee on Education and Labor to review state implementation of the Child Care and Development Block Grant to determine the problems states encounter as they integrate the block grant and the other federal child care programs for low-income families into their child care delivery programs and to identify gaps in the delivery of child care services to the low-income population. Review of federal program reports, interviews with administrators at the federal and state levels as well as with philosophers, theorists, and educational practitioners in this historical development are discussed. The history of black education in the United States is traced from the early practitioners through the age of slavery, the period following slavery, and the advent of programs for the educationally disadvantaged such as Head Start. The intention and direction of such programs need to be reexamined to eliminate the disparity between the benefits such programs provide and the resources that have been appropriated to carry them out. The reluctance to fund such programs adequately stems from a number of reasons, including the belief that African American children are of limited intelligence. Combating faulty perspectives is essential in providing learning environments for African American children that respond to their senses of self and history. References follow each chapter, and a selected bibliography of 291 sources is included. (SLD)

ED 386 528 UD 030 595

Nash, Renea D.
Everything You Need To Know about Being a Biracial/Biethnic Teen. The Need To Know Library.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; *Attitudes; *Ethnicity; Racial Bias; Racial Differences; *Racial Identification; *Self Concept; Social Problems
IDENTIFIERS- *Biracial Children; Biracial Family; Interracial Children; Interracial Family; *Mixed Race Persons

Biracial and biethnic children face a variety of problems. This book for children and teenagers discusses what it means to be biracial or biethnic and what it means to find one's own identity. The biracial child can have the best of both worlds and can make both parts of his or her identity complement each other. The best advice from other biracial teens is to be yourself and to make your own unique contribution to the world. The biracial child does not have to please everyone, as he or she realizes on the way to a stage of adjustment in which integration and wholeness are experienced. The teenager becomes secure in his or her own identity. The biracial family faces difficulties just as the child does. Parents need to have a clear understanding about racism and how it affects their children's lives. Communication is the key in interracial families. A glossary, a list of resources for help, and a list of 11 books for further reading are included. (SLD)

ED 386 529 UD 030 596

Siraj-Blatchford, Iram, Ed.
"Race," Gender and the Education of Teachers. Gender and Education Series.
PUB DATE- 93
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Foreign Countries; Higher Education; Racial

included. (JB)

ED 386 141 IR 017 099

North Carolina Instructional Technology Plan and Guide: Technological Recommendations and Standards.
PUB DATE- Feb 95
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Curriculum Development; Educational Finance; *Educational Planning; Educational Research; *Educational Technology; Elementary Secondary Education; *Instructional Development; Mission Statements; School Districts; Staff Development; Standards
IDENTIFIERS- Information Infrastructure; *North Carolina; *Technology Plans

This long-range state technology plan for North Carolina is the culmination of a series of research and planning efforts on improving student performance and enhancing the teaching/learning process through the effective use of technology. The plan includes the following components: a mission statement and vision; instructional technology initiatives in terms of elementary and secondary school programs and state/classroom curriculum development and instructional management systems; technical infrastructure; personnel; staff development and training; procurement; financial analysis; and monitoring and evaluation. The research and planning process of the plan is also discussed. A list of School Technology Commission members, a statewide technology study process and findings, and appendices are provided. Appendices include the following: alignment of the technology plan with G.S. 115C-102.6A, the relationship of initiatives and model configurations, a staffing/personnel prototype, a sample technology planning guide, and program requirements and statement of assurance of the long-range school district technology plan. In a second section, this document provides technological recommendations and standards; highlights include collaboration, connectivity, hardware and software configurations, and a table of supporting documents. (Author/AEF)

ED 386 142 IR 017 124

Fountain Central High School Five-Year Technology Plan.
PUB DATE- Apr 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Computers; Educational Development; Educational Objectives; *Educational Planning; *Educational Technology; High Schools
IDENTIFIERS- *Southeast Fountain School District IN; *Technology Plans

The Fountain Central High School's planning and development process for a five-year technology plan is outlined as a guide for other schools to consult in the development of their own technology plan. Following a checklist of criteria used by the Indiana Department of Education for reviewing technology plans,

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Anxiety; Computer Science Education; *Conventional Instruction; Foreign Countries; Higher Education; *Individualized Instruction; *Pacing; Student Attitudes; Teaching Methods

This paper reports on a study designed to examine the comparative efficacy of collaborative self-regulated learning and direct teaching on the reduction of computer anxiety among students, as well as the comparative effects of these models of teaching on student achievement. Using a quasi-experimental design, two equivalent groups of university students completing computer coursework were given alternative modes of delivery of an introductory computing course. One group received "training" through direct teaching, and the other group received "training" through direct teaching plus collaborative self-regulated learning facilitated by the instructor. Results suggest that the group receiving "training" by direct teaching was less anxious at the conclusion of the subject than those receiving "training" through a combination of direct teaching and collaborative self-learning on three scales: gaining initial computer skills, competence with computers, and receiving feedback on computer competence. There were no interaction effects on these scales, and no significant differences by group were found on any of the other scales. There was no significant difference between the two groups on achievement level. (Contains 23 references.) (Author)

ED 386 161 IR 017 287

McInerney, Valentina; And Others
Definitely Not Just Another Computer Anxiety Instrument: The Development and Validation of CALM: Computer Anxiety and Learning Measure.
PUB DATE- 94
NOTE- 18p.; Paper presented at the Annual Stress and Anxiety Research Conference (15th, Madrid, Spain, July 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Attitude Measures; *Computer Anxiety; Computer Science Education; *Evaluation Methods; Foreign Countries; Higher Education; Student Attitudes; Test Construction; Test Reliability; Test Validity

This research emerged from an effort to develop a theory of computer anxiety relevant to beginning adult learners in a range of university disciplines. To this end, the first step was to design and refine an instrument which was reliable and valid for this population. The development of the "a priori" model of computer anxiety used in this study followed this procedure: a pilot study with first year teacher trainees (N=101) using CARS (Computer Anxiety Rating Scale); an inspection of items in other anxiety instruments from previous research; a literature search in anxiety theory, leading to substantitive hypotheses of factors likely to contribute to computer anxiety; and generation of factors (constructs) and items considered to have face validity for these factors. The instrument consisted of 111 items divided into four parts or subscales: (A) Gaining Initial Computing Skills; (B) Sense of Control; (C) Computer Self-Concept; and (D) State Anxiety in Computing Situations. The validity of the model was tested on a sample of 794 undergraduate students from four disciplines of a university in the western region of metropolitan Sydney, Australia. Evidence suggested that there may be 10 factors

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Science; Engineering; *Grants; *Information Processing; *Information Systems; *Microelectronics; *Research and Development; Sciences; Scientific Research
IDENTIFIERS- National Science Foundation

The purpose of this summary of awards is to provide the scientific and engineering communities with a summary of the grants awarded in 1994 by the National Science Foundation's Division of Microelectronic Information Processing Systems. Similar areas of research are grouped together. Grantee institutions and principal investigators are identified first. Award identification numbers, award amounts, and award duration are enumerated after the individual project titles. Within each category, the awards are listed alphabetically by state and institution. Award categories are: (1) Design, Tools and Test; (2) Microelectronic Systems Architecture; (3) Circuits and Signal Processing; (4) Experimental Systems; and (5) Systems Prototyping and Fabrication. Information is provided on the background and directions of the Microelectronics Information Processing Systems (MIPS) Division, and a staff members are listed. A one-page summary lists total dollars awarded for each research category. Four indices include: Presidential Young Investigators; Research Initiation Investigators; Principal Investigators; and Institutions. (MAS)

ED 386 182 IR 055 594

Sylvia, Margaret
Psychology and Counseling Library Research Guide.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Abstracts; *Counseling; Encyclopedias; Government Publications; Higher Education; Indexes; *Information Sources; Interlibrary Loans; *Library Guides; *Library Research; Occupational Information; Periodicals; Professional Training; *Psychology; *Reference Materials

This document is a guide for library research in psychology or counseling. The first section discusses how to do research in the library, including choosing a topic, beginning with books, updating the information with journals, checking out books, interlibrary loan, visiting other libraries, and writing the paper. The second section provides sources of general information in psychology in encyclopedias, handbooks, and dictionaries. The third section includes the following sources for information on psychology books and journals: thesauruses, periodicals indexes and abstracting services, indexes to government publications, review serials and yearbooks, current awareness, bibliographies of serials, and bibliographies. The fourth section presents guides to the literature of psychology and handbooks for writing psychology papers. The fifth section contains miscellaneous information, including bibliographical sources, dictionaries, statistics sources, tests and measurements, and professional training and careers. (AEF)

ED 386 183 IR 055 595

PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Economics; *Futures (of Society); *History; *Librarians; *Library Science; Opportunities; Politics; Role Perception; Self Concept
IDENTIFIERS- *Information Superhighway

The present and future of the library profession provide the focus on this new collection of 57 of previously published articles and speeches. The essays in this work were written during a time (early 1980s to 1994) when there was significant change in librarianship. Professional issues examined range from library education, funding, personnel, volunteerism, and leadership, to technology, ethics, diversity, and burnout. Opportunities and dangers on the horizon of information science are discussed. The book is divided into three sections: "Librarians and Their Role As Defined by Themselves and by Others"; "Librarians, Their Self-Image, and the Perceptions That Define Their Preparation"; and "Librarians in the Cruel World of Politics and Money." Each section begins with general remarks by Herbert S. White about the issues raised in the articles. Throughout these sections, several unifying themes emerge: the dangers inherent in what Drucker calls the "moral imperative"; the unwillingness of some librarians to cope with either administration or politics; the substantial differences between the concepts of education and training; the consequences of management styles; the interdependence of librarians and journal publishers; the political realities and rivalries inherent in the clashes over resources; and the paradoxical notion that "in the absence of money, there is money." (MAS)

ED 386 202 IR 055 617

McClure, Charles R.; And Others
Policy Initiatives and Strategies for Enhancing the Role of Public Libraries in the National Information Infrastructure (NII): Final Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Sep 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; *Federal Legislation; *Government Role; *Information Networks; Library Policy; *Library Role; Library Services; *Public Libraries; Public Support; Responsibility; Telecommunications
IDENTIFIERS- Internet; *National Information Infrastructure

The purpose of this research was to explore the possible roles and responsibilities that public libraries might assume in the National Information Infrastructure (NII). Data was collected from September 1994 through June 1995, relying on the following data collection techniques: focus groups, personal interviews, survey data analysis, case studies, participant-provided document content analysis, and phone interviews. The existing Federal public library policy system is examined to determine the degree to which that policy system might have to be changed to accomplish the administration's policy objectives regarding public libraries in the NII, and policy recommendations are offered to revise and extend the existing public library policy system to promote proposed policy objectives related to a new role for public libraries in the NII. The policy review section examines current and future federal funding of public libraries and library management; Library Services and Technology Act; S. 652 (Telecommunications Competition and Deregulation Act of

Variables; Program Effectiveness; *Student Attitudes; Transitional Programs; Two Year Colleges
IDENTIFIERS- City University of New York Kingsborough Comm Coll

During the 1986-87 academic year, 1,115 high school seniors participated in the College Now (CN) program of New York's Kingsborough Community College. A study was undertaken to assess the academic progress of the 463 students who subsequently enrolled in any City University of New York (CUNY) college during the fall of 1987. To determine differences in choice of CUNY college, the study compared the enrollment patterns of the CN students to the other 24,936 first-time freshmen. In addition, outcomes for CN alumni were compared to outcomes of an equal random sample of first-time freshman who had not participated in the program. Study findings indicated the following: (1) 69.3% of the CN alumni entered into a senior CUNY college and, while only 54% of other first-time freshmen did so; (2) CN students were much more likely than other first-time freshmen to continue their studies for a second (95% vs. 81.6%) and third (83.2% vs. 64.1%) semester; (3) CN students required less remediation and advanced more rapidly, earning 18.6 degree credits at the end of their first year compared to 12.2 for other first-time freshmen; (4) CN students were 20% more likely to enter a BA program than other first-time freshmen and were less likely to enroll part-time; and (5) CN alumni passed an average of 2 out of 3 skills tests, compared to an average of 1.4 tests for other students. (Data tables and comments from respondents to a 1990 survey of 2,400 CN alumni are included.) (KP)

ED 386 222 JC 950 396

Bullock, Anice; Telschow, Ruth L.
Men and Women in Society: A Duality of Vision.
PUB DATE- May 94
NOTE- 18p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Classroom Techniques; Community Colleges; Course Content; Course Descriptions; *Interdisciplinary Approach; Outcomes of Education; *Program Effectiveness; Psychology; *Sex Role; *Sex Stereotypes; Sociology; Teaching Methods; Team Teaching; Two Year Colleges

At Tomball College, in Texas, an interdisciplinary course in gender issues was developed to examine the psychological and social realities of gender roles. The course was team taught by a psychologist and a sociologist and met twice a week for 80 minutes per session. The class covered the general areas of gender history; physical and cognitive functioning; socialization; stereotypical processes and behaviors; sexual behavior; and consequences of gender identity and role sets within family groups, the workforce, and halls of power. Classroom techniques included dialogues in the round, panel debates, Socratic-style lectures, group exercises, and individual projects. Randomly chosen student groups were also required to address such topics as sexual harassment, women with careers having children, and men's ability to nurture children. To further develop critical thinking and empathic improve skills, while more than 60% of respondents indicated that they had fully achieved their objectives; (2) 87.7% were employed, with 35% employed in clerical/sales or other white collar jobs, 30% in management or professional jobs, and 6.4% in blue collar jobs; (3) 62% indicated that their current positions were directly or closely related to their MCC studies; (4) 36.6% felt that their MCC education was very useful, 40.7% somewhat useful, 9.5% not too useful, and 3.9% not at all useful; (5) 37% were very satisfied with their jobs, 43.1% were satisfied, 7.8% were dissatisfied, and 1.9% were very dissatisfied; (6) for the 73% who provided salary data, the median hourly salary was $14.35, while the number reporting hourly salaries of less than $6.24 doubled from the previous year's graduate survey; (7) 48% indicated that they had transferred to a four-year college; and (8) 11% said their preparation for continuing education was excellent in all areas and less than 1% that it was inadequate in all areas. Includes comparisons to findings from studies conducted the previous 5 years. The survey instrument is appended. (KP)

ED 386 240 JC 950 431

Adams, Judith
Alumni Survey: Graduates of 1991-1992 (Grad 3). Project #94-063.
PUB DATE- Jan 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Education Work Relationship; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Macomb Community College MI

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. For the 3-year follow-up of the class of 1991-92, surveys were sent to all 2,997 alumni requesting information on characteristics, current employment/educational status, salaries, and perceptions of MCC. Study findings, based on responses from 1,172 former students (39.1%), included the following: (1) 43.9% of the respondents indicated that they had attended MCC to prepare for a job, 34.5% for transfer credit, and 15.5% to improve skills, while 57.3% indicated that they had achieved their educational objective; (2) 85% indicated that they were employed, with 43.3% employed in clerical/sales jobs, 18.8% in management/professional jobs, 10.1% in service jobs, and 7.8% in blue collar jobs; (3) 59.2% reported that their current positions were directly or closely related to their coursework; (4) 34.7% felt that their MCC education was very useful, 39.6% that it was somewhat useful, 9.6% not too useful, and 3.5% useless; (5) 34.1% were very satisfied with their jobs, 40.0% were satisfied, 9.4% were dissatisfied, and 2.8% were very dissatisfied; (6) for the 73% who provided salary data, the median hourly salary was $12.65; (7) 35.4% indicated that they had transferred to a four-year college; and (8) 11% stated that they had earned a bachelor's degree. Includes comparisons to findings from studies conducted the previous 5 years. The survey instrument is appended. (KP) there was a 107% increase in the number of failing grades given; (4) full-time equivalent faculty increased 11.4% and adjunct faculty increased 156% from fall 1985-94; (5) of the 10 new hires between July 1993 and June 1995, 60% were minorities; and (6) the District's 1994-95 total college budget was $36,715,316. (KP)

ED 386 257 JC 950 449

Gilmore, Robert E.
A Study To Determine the Reasons for Students Withdrawing from College of the Canyons for the Fall and Spring Semesters, 1992-93 and 1993-94.
PUB DATE- Jun 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Dropout Research; *Dropouts; *Enrollment Influences; School Holding Power; *Student Attitudes; *Student Attrition; Student Characteristics; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- College of the Canyons CA

A study was undertaken at College of the Canyons, in California, to determine the underlying reasons for student attrition. Questionnaires were mailed to all 2,511 students who had officially withdrawn from the college between fall 1992 and spring 1994. A total of 391 completed questionnaires were returned for a response rate of 16%. Results indicated the following: (1) respondents were 72.8% white, 56.1% female, and 93.5% were continuing students; (2) conflict between the demands of work and college was the most commonly cited major reason for withdrawing, reported by 10.4% of respondents, followed by changes in work schedules, cited by 5.8%; (3) academic and instructional reasons were a major concern for the 5.7% who indicated that course material was not clearly presented and the 5.2% who thought that courses were too time-consuming; (4) health problems, family responsibilities, post-1994 earthquake recovery, and taking a break from college were the four most common secondary or minor reasons for withdrawing; and (5) 46.3% indicated that they either had already or were planning to re-enroll, 12.8% were undecided, and 10% had decided not to re-enroll. Data tables and rankings of responses are included. Results from a field test of the survey instrument, the instrument, and student responses to open-ended questions are appended. (KP)

ED 386 258 JC 950 450

Wallace Community College, Selma: 1993-1994 Institutional Profile.
PUB DATE- 95
NOTE- 107p.; For the 1991-92 and 1992-93 profiles, see ED 360 019 and ED 374 840.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Budgets; College Faculty; College Planning; College School Cooperation; Community Colleges; Educational Facilities; *Educational Finance; Enrollment; *Enrollment Trends; *Institutional Characteristics; *Student Characteristics; Teacher Characteristics; Two Year

Alvermann, Donna E.
"Talking is Something We're Pretty Deprived of at School": Middle School Students Speak Out.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Communication; Discourse Analysis; *Discussion (Teaching Technique); Discussion Groups; Gifted; Grade 8; Group Activities; *Group Discussion; Interaction; Interpersonal Relationship; Junior High Schools; Language Arts; Middle Schools; Peer Groups; Sex Differences; *Student Attitudes; *Student Participation; Teacher Student Relationship
IDENTIFIERS- *Adolescent Attitudes; *Middle School Students

Drawing from a five-site multicase study, this paper examines three middle school students' perspectives on weekly classroom discussions that took place over a 6-month period in order to analyze the dynamics of classroom talk and how discussions can be affected by the teacher's interaction with the students. The three students were members of an accelerated language arts curriculum for gifted eighth graders. They were initially in separate groups, but when students suggested forming "talk-alike" groups--separating the vocally dominant from the less vocal--the three ended up in a group known for its outspokenness. A short analysis of each student is provided, which includes each student's perception of his or her classroom participation, and a look at patterns of interruption during discussion. An analysis of students' perceptions, which reveals gendered perspectives of each other, is also provided. The concluding analysis of the implications of the discourse dynamics suggests that merely providing a forum for students to express themselves does not necessarily empower them. Contains 20 references. (SW)

ED 386 276   PS 023 331

Kester, Donald L.
The Assessment, Referral, and Training Project (1991-1994): Los Angeles Target Cities/Head Start Linkage. Final Evaluation Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Dec 94
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; *Child Health; Community Programs; *Drug Education; Drug Rehabilitation; Family Health; Family Programs; Outreach Programs; Preschool Children; Preschool Education; Program Evaluation; Program Implementation; Referral; State Programs; Substance Abuse; *Technical Assistance; Training Objectives
IDENTIFIERS- Project Head Start

The Target Cities Projects coordinate a variety of local services available to substance abusers and their families. As part of these cooperative agreements, Head Start agencies are linked to substance abuse treatment agencies to provide cross-training, learning, as a basis for how adults can create a supportive social climate, and as a foundation for working with the families or working as a team to make the active learning process effective in a particular setting with a particular group of children. Part 2 discusses methods for creating an environment that promotes active learning. It suggests selecting and arranging materials from which children can choose, and manipulating and developing the daily routine so children have many opportunities to initiate, plan, carry out, and discuss their actions and ideas. Part 3 introduces 58 key experiences that can guide adults while they plan activities to support development in creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. Each chapter includes a list of references and related readings. (AA)

ED 386 295 PS 023 510

Erlich, Beverly J.; Bhavnagri, Navaz Peshotan
Teacher Change Using Reflective Practice When Attempting to Move toward a Reggio Emilia Approach.
PUB DATE- 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Educational Methods; Educational Philosophy; Educational Principles; Educational Strategies; *Primary Education; *Reflective Teaching; *Teacher Attitudes; *Teaching Methods; Teaching Skills; Teaching Styles
IDENTIFIERS- *Reggio Emilia Approach

This 4-week case study followed a kindergarten teacher (the first author of the report) moving from a conventional teaching approach to one drawing from the philosophies of the preschools in Reggio Emilia, Italy. The teacher kept a journal in order to document her reflective practice, and to describe, reflect, and analyze shifts in her beliefs and practices in working with 5- and 6-year-olds. Three specific areas were addressed: practices toward children, toward parents, and toward her self-development. The teacher then analyzed the journal entries qualitatively by applying scholarly works on teacher change and reflective practice. Content analysis identified "idea units," which were coded. Quantitative analysis was also performed using chi square analysis. Results showed significantly greater shifts in practices regarding teacher role than in practices regarding parental involvement, children's participation, and belief regarding the image of the child. The following recommendations are made for practitioners shifting to a Reggio Emilia-style approach: (1) all teacher change is continuous and ongoing; and (2) the teacher must have a positive attitude and be ready to take risks, make mistakes, and sometimes fail. (Four appendices include the journal and idea units for coding the journal. Contains 49 references.) (TM)

ED 386 296 PS 023 511

Moomaw, Sally; Hieronymus, Brenda
More than Counting: Whole Math Activities for Preschool and Kindergarten.
PUB DATE- 95
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 94
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Child Abuse; Child Caregivers; *Child Health; Child Neglect; *Cooperation; Cooperative Programs; *Developmental Stages; Disabilities; *Disease Control; Disease Incidence; Diseases; Dropouts; Elementary Secondary Education; Emotional Abuse; Environmental Influences; Family Problems; Family Programs; Health Needs; Health Personnel; Health Programs; *Health Promotion; Health Services; Infants; Integrated Services; *Intervention; Mortality Rate; Parents; Prevention; Preventive Medicine; Professional Personnel; Public Health; Social Services; Young Children
IDENTIFIERS- Maternal and Child Health Services

The goal of the Bright Futures project is to respond to the emerging preventive and health promotion needs of infants, children, and adolescents. Bright Futures is sponsored by the Maternal and Child Health Bureau of the United States Public Health Service and the Medicaid Bureau of the Health Care Financing Administration. Over 100 professionals, representing a spectrum of child health perspectives, came together to develop health supervision guidelines to advance health needs of children. They asked the question, "How can health professionals and other caregivers become more effective in disease prevention and health promotion for children?" The Bright Futures guidelines arise from the belief that effective health supervision requires a partnership between health professionals and families. The health professional must use a "contextual approach," becoming sensitive to the child's environment, including health, educational, and social issues. This guide is divided into four sections that correspond to the four periods of development of infancy (0-12 months), early childhood (1-5 years), middle childhood (5-11 years), and adolescence (11-21 years). Each section includes: (1) a theme chapter; (2) a chart of developmental achievements, tasks, and outcomes; (3) a list of instructions concerning health supervision to be provided to the family by health professionals; (4) a list of child, family, and community strengths; (5) a list of health-related issues; (6) descriptions of what typically occurs at periodic visits of children and families to health professionals; (7) a health supervision summary; and (8) a bibliography. Nine appendixes present information on various aspects of child health including recommended immunization schedules, lead toxicity screening, and vision screening. One including recommended immigration schedules, lead toxicity screening, and vision screening. One appendix is a bibliography of approximately 100 items related to the Bright Futures project. (BGC)

ED 386 313 PS 023 553

Burke, Kay, Ed.
Managing the Interactive Classroom: A Collection of Articles. K-12.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Educational Change; *Educational Finance; Educational Policy; Elementary Secondary Education; Ethics; Extension Education; *Human Capital; Public Affairs Education; *Public Policy; *Rural Development; School Taxes
IDENTIFIERS- *Agricultural Policy; Environmental Issues; Environmental Policy; *Public Policy Education

The National Public Policy Education Conference is held annually to improve the policy education efforts of extension workers responsible for public affairs programs. The 1994 conference addressed the following topics: (1) ethical perspectives in public policy education; (2) transition of food and agricultural policy; (3) building human capital--reforming education; (4) environmental policies; (5) local impacts of trade policy; (6) financing K-12 education; and (7) sustainable rural policy. This proceedings contains the following papers: (1) "Balance, Diversity and Ethics in Public Policy Education" (Paul B. Thompson); (2) "The 1995 Farm Bill Environment" (Lynn M. Daft); (3) "Commercial Farmers As 1995 Farm Bill Stakeholders" (Ronald D. Knutson); (4) "Attitudes of Small Farmers As 1995 Farm Bill Stakeholders" (Benny L. Lockett); (5) "Transition in Food and Agricultural Policy: Key Stakeholders--Domestic Consumers" (Jean Kinsey); (6) "Environmental Interests in the 1995 Farm Bill" (Katherine Reichelderfer Smith); (7) "Human Capital: The Issues, Enablers and Blocks in Institutional Change" (Daryl Hobbs); (8) "Improving the School-to-Work Transition" (Stephen F. Hamilton); (9) "Lifelong Learning: The Linchpin of Human Capital Development" (Michael E. Tomlin); (10) "Environmental Policy Issues: Chaos and Confusion" (Laird Noh); (11) "Trends in Environmental Regulation of Agriculture" (Neil D. Hamilton); (12) "Environmental Issues from an Economic Perspective" (Katherine Reichelderfer Smith); (13) "Environmental Issues from a Community Perspective" (Richard Bass); (14) "Local Impacts of International Trade" (Larry Sanders, Mike Woods, Warren Trock, Hal Harris); (15) "The Real Property Tax and K-12 Education" (Neil Meyer); (16) "Financing K-12 Education in Oregon" (Bruce A. Weber); (17) "1994 Michigan School Finance and Property Tax Reform" (Lynn R. Harvey); (18) "Elements of a Sustainable Rural Policy" (Glen C. Pulver); (19) "Developing Collaboration in Rural Policy: Lessons from a State Rural Development Council" (Richard L. Gardner); (20) "Diversity of Rural Places: Texas" (David D. Field); and (21) "Diversity of Rural Places: Idaho" (George Enneking). Includes abstracts, poster/display session topics, and a list of conference participants. (SV)

ED 386 333 RC 020 071

Thompson, Paul B.
Balance, Diversity and Ethics in Public Policy Education.
PUB DATE- Jan 95
NOTE- 14p.; In: Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agriculture; *Ethics; Evaluation Criteria; Extension Education; Models; Natural Resources; *Participative Decision Making; Policy Analysis; *Policy Formation; Problem Solving; *Public Affairs Education; Public Policy

Cumbria. Programs emphasize partnerships between the learners themselves, the importance of linking literacy with vocational studies, the relevance of peer tutoring, and the necessity of partnerships among local agencies for program implementation. This paper also addresses literacy education issues related to the need for partnerships, organizing resources, training and support of staff, relationship between students and tutors, respecting and responding to different cultures, and funding. To ensure that adult basic education programs in the United Kingdom produce more general social benefit, the funding targets set by all authorities must change to include the fostering of a community development approach. (LP)

ED 386 350 RC 020 242

Anghel, Florentina
Functional Literacy in Romania: Between Myth & Reality. Chapter 13.
PUB DATE- 94
NOTE- 21p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Communism; Educational Development; Educational History; Educational Objectives; Elementary Secondary Education; Foreign Countries; *Functional Literacy; Higher Education; *Literacy Education; Political Power; Rural Areas; *Rural Education; Rural Population; *Social Change; *Totalitarianism
IDENTIFIERS- Bureaucratic Language; *Romania

This chapter reviews the history of literacy training in Romania through the pretotalitarian period (1890-1945), the totalitarian period (1945-1989), and the posttotalitarian period (1989-present). Current literacy development efforts face many challenges including the facts that 592 classrooms do not have indoor plumbing, that more than 1,700 teaching positions in village and commune schools are held by individuals without specialized education, and that 60 percent of functional illiterates live in rural areas. An evaluation of rural literacy training shows that, during the most difficult stage of totalitarianism (1980-1989), great strides were made, including establishing a school in every village, free education for all, access to cultural activities and written information, original cultural productions, and mass cultural demonstrations. However, the dictatorship controlled the content of written and visual communication, practiced censorship, and imposed codes of the Ruling Power through propaganda that became known as "gobbledygook." Objectives for a posttotalitarian rural literacy training program include abandoning the idea that only schools can provide literacy training; discovering community-based methods and encouraging nongovernmental agencies to launch literacy projects; producing tools to raise awareness of functional illiteracy in Romania; making use of projects and programs established by other agencies for the education of women and youth and for training; and enlarging the field of literacy training to include cultural minorities. Projects in progress include developing a rural university, a wide scale evaluation of the human and material resources in rural areas, and the establishment of a national network of facilitators for rural areas. (LP)

ED 386 351 RC 020 243

in the 1980s that aimed to improve practices in schools and provide an appropriate and effective education for all. Many features being promoted as the ideal have long been components of education in small schools. Inservice education and staff development have been a problem in rural schools, but both the government and colleges of education are attempting to meet the educational needs of rural teachers by providing extra paid time for staff development and by developing distance education techniques. (SV)

ED 386 368 RC 020 287

Henderson, Ronald W.
Middle-School Mathematics for Students of Mexican Descent: A Thematic Approach to Contextualization of Instruction.
SPONS. AGENCY- California Academic Partnership Program.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995). Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Curriculum Development; Educational Change; *Grade 7; Heterogeneous Grouping; Junior High Schools; *Mathematics Achievement; *Mathematics Instruction; *Mexican American Education; Mexican Americans; Middle Schools; *Student Attitudes; Teaching Methods; *Thematic Approach
IDENTIFIERS- Middle School Students

This paper examines conditions influencing achievement in and attitudes toward mathematics among middle-school Latino students. Observations were carried out in a rural California middle school that served a largely Mexican American student population and that was in the process of implementing a new thematic mathematics curriculum in heterogeneously grouped classrooms. The thematic approach was characterized by a hands-on emphasis, use of small-group learning activities, and the integrated use of a wide range of mathematics skills and concepts. Students were placed in three groups that received thematic instruction in heterogeneous groups, traditional textbook-based instruction in homogeneous groups, or blended instruction in heterogenous groups. Perhaps because of the dedicated involvement of all teachers in improving mathematics instruction in this school, students in all three groups made significant normal-curve-equivalent gains in mathematics achievement on standardized tests. Achievement gains did not differ between groups, but in all groups girls made larger gains than boys. The three treatment conditions did not differ in effectiveness for low-achieving students, but high-achieving students did best in the homogeneous group. At the level of implementation reached during this first year, the thematic approach appeared to exert little influence on mathematics attitudes or students' motivation-linked self-perceptions. A primary lesson from the year was that real change in instructional approaches comes very slowly, even among teachers committed to reform. Contains 29 references and 10 figures. (SV)

ED 386 369 RC 020 289

Creating Caring and Ethical Communities in Rural, Small Schools. Rural, Small Schools Network Information Exchange: Number 18, animal use in the United States. The "Congressional Committee" hears testimony on the use of animals for food, clothing, biomedical research, entertainment, and companionship. In addition, the economic, environmental, and ethical issues associated with animal use are explored. A teacher's guide provides curriculum objectives, instructions for conducting the simulation, and evaluation methods and forms. A student's guide contains an introduction to the activity, the rules of the game, and explains the Congressional Committee, the various interest groups that will testify, and the issues involved. Laminated placards supply information on the views of an economist, an association for animal rights, a conservation society, an animal agriculture association, a medical advances association, and an association for partnerships between people and animals. Contains 22 references. (LZ)

ED 386 390 SE 056 832

Simpson, Martha Seif
Environmental Awareness Activities for Librarians and Teachers: 20 Interdisciplinary Units for Use in Grades 2-8.
PUB DATE- Aug 95
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Conservation Education; Elementary Education; Environmental Education; *Group Activities; *Interdisciplinary Approach; Junior High Schools; Library Research; *Library Skills; Middle Schools
IDENTIFIERS- *Environmental Issues

This activity book was written for the purposes of: (1) increasing students' awareness of nature and environmental issues; (2) providing an interdisciplinary curriculum for environmental issues; (3) encouraging students to use a variety of current nonfiction sources to research activities; and (4) encouraging students to work together in small groups. Each of 20 units corresponds to one environmental topic. Topics include the Earth, the atmosphere, water, energy, seas and oceans, islands and coral reefs, the seashore, ponds and wetlands, rivers and lakes, rainforests, forests and woodlands, mountains, grasslands, deserts, polar regions, urban environments, food and farming, waste and recycling, endangered species and habitats, and environmental awareness. Each unit provides seven activities within the subject areas of library skills, arts and crafts, spelling and vocabulary, geography, math, music and theater arts, English composition, science, history and sociology, and topics for discussion. Suggested resources, additional reading lists, and a list of addresses to write to for further information conclude each unit. (LZ)

ED 386 391 SE 056 835

Fortner, Rosanne W.; Boyd, Sally
Infusing Earth Systems Concepts throughout the Curriculum.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Studio Art: Praxis, Symbol, Presence. Point of View Series.
PUB DATE- 90
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Art Education; *Art Expression; Art History; Childrens Art; *Developmental Stages; Educational Strategies; Elementary Secondary Education; *Experiential Learning; Learning Experience; Student Centered Curriculum; Studio Art; Teaching Experience; *Teaching Methods; Visual Arts; Visual Learning; *Visual Literacy
IDENTIFIERS- Symbolic Representation

This document gives anecdotal stories of child art making along with philosophical interpretations for art teaching application. Art making is seen as experimental. It progresses from action to intentional mark making, naming, symbolic representation, and finally to "presence", an aesthetic creation experience that combines seeing and feeling. Experimental teaching practices that respond to the learner as a specific individual in context are advocated. The 10 chapters are: (1) "First the Making, Then the Naming"; (2) "Art as Praxis"; (3) "Art as Symbol"; (4) "Art as Presence"; (5) "Essential Conditions for Making Art"; (6) "Experiential Teaching"; (7) "Making Desk Blotters with First Graders"; (8) "Changing Space with Fifth Graders"; (9) "Making Sculpture/Making History with High School Students"; and (10) "Epilogue." Contains a 46-item list of references. (MM)

ED 386 415 SO 025 423

Matthias, Diana C. J.; Barrett, Jesse
Stories from History, Myth, and the Bible. Snite Museum of Art Gallery Guide. Parts 1-3.
PUB DATE- Jun 93
NOTE- 28p.; Contact the Snite Museum of Art, Education Department, for accompanying slides.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Art Appreciation; Art Criticism; *Art Education; *Art History; Biblical Literature; Classical Literature; *Educational Games; Games; *Museums; Mythology

This art education resource, designed for use in the Snite Museum of Art, may also be used with slides or reproductions. Black and white reproductions are included for each of the art works represented, along with title, artist, date, and media information. This three part gallery guide presents a brief synopsis of the stories narrated in the specific artworks. Highlighted text questions invite an examination of the art work for story clues and interpretation. Stories/artworks included in Part 1--Atriuum and Knott-Beckman Gallery, 1500-1700 AD, First Floor are: "Nydia, the Blind Girl of Pompeii" (Randolph Rogers); "The Expulsion of Hagar" (Ciro Ferri); "Judah and Tamar" (Giacinto Brandi); "Mercury Lulling Arus to Sleep" (Pieter Mulier the Younger); "Bathsheba" (Willem van Mieris); and "The Daughters of Cecrops Discover the Infant Erichtonius" (Gerald de Lairesse the Elder). Part 2--Eighteenth Century Gallery, Second Floor, includes: "Lucius Quintius Cincinnatus Called from the Plow to the Dictatorship of Rome" (Studio of Giambattista Tiepolo); "The Finding of Moses" (Benjamin West); "Diana and Endymion" (Jean Restout); "Achilles participants included 12 teachers from 5 primary schools in 1 local authority. The research has taken two directions. One concerns classroom teaching, and the ways in which primary teachers construct atmosphere, employ tone and mood to good effect, and establish common knowledge. The second direction has been about a concern that is prior to classroom teaching, but which is, none the less, closely bound up with it: how teachers create the conditions for their kind of teaching. The book is in seven chapters: (1) "Introduction: Adapting to Intensification"; (2) "Resisting through Collaboration: A Whole-school Perspective on the National Curriculum"; (3) "The Creative Use and Defence of Space: Appropriation through the Environment"; (4) "The Charisma of the Critical Other: Enhancing the Role of the Teacher"; (5) "Teaching, and Researching the Teaching of, a History Topic: An Experiment in Collaboration"; (6) "Managing Marginality: Aspects of the Career of a Primary School Head"; and (7) "Self-Determination among Primary School Teachers." (Contains 262 references.) (ND)

ED 386 432 SP 036 181

Woollen, Sandra L., Ed.
Mansfield University Student Teaching Manual.
PUB DATE- 95
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Orientation Materials; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Teacher Education Programs; Teacher Supervision; Teaching Guides
IDENTIFIERS- *Mansfield University PA

This publication is a practical manual to guide the joint efforts of the student teaching triad--student teacher, cooperating teacher, and university supervisor. The manual is divided into three parts. Chapters 1, 2, and 3 give an overview of Mansfield University's teacher education and student teaching programs, including a description of important administrative guidelines for student teaching. Chapter 4 recommends ways to supervise student teachers; chapter 5 describes how they will be evaluated. The responsibilities of student teachers, cooperating teachers, and university supervisors are described in chapters 6, 7, and 8 respectively. Chapter 9 contains resources for all three groups. Student teaching forms are included in the appendix. (Contains 12 references.) (ND)

ED 386 433 SP 036 182

Hange Jane; Rolfe, Helen
Interdisciplinary Curriculum and Instruction: Teaming To Improve Learning and Motivation.
PUB DATE- Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

planning projects, students' needs, effect on practices as an educator, and relationships with other educators. (ND)

ED 386 449 SP 036 210

Carver, Rebecca L.
School Reform Based on Experiential Education: What Does It Mean and Why Does It Matter?
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Environment; Educational Innovation; Educationally Disadvantaged; *Experiential Learning; *High Risk Students; Intermediate Grades; Junior High Schools; Middle Schools; *Nontraditional Education; Public Schools; Urban Education
IDENTIFIERS- Comer (James P); Gardner (Howard); Levin (Henry M)

This paper reports on research in progress to create a new framework for looking at the public education of youth. The term "experiential education" applies to a variety of programs that engage participants intellectually, physically, socially, and emotionally with the primary goals of: (1) promoting student health, motivation, and self determination; (2) helping students develop positive and rewarding social relationships; and (3) developing students' skills and knowledge. The paper reports briefly on the first stages of research to develop and test the framework, using a program run by a private non-profit organization serving students at a public middle school identified as having a high percentage of "at-risk" youth in its student population. The resulting framework and theoretical model incorporate four pedagogical principles of experiential education: authenticity, active learning, drawing on experience, and connecting to the future. As an alternative to traditional schooling, experiential education allows students to develop communication and problem-solving skills even when they face the most complex and difficult of circumstances. But substantial investments in time, resources, and emotional commitment are required. Some of the thoughts of Howard Gardner, James Comer, and Henry Levin on school reform are discussed through the lens of experiential education. While different, each points to the importance of cultivating learning environments in which students can achieve the three main goals of experiential education. Appendix A provides name and location of experiential learning projects whose members participated in the study; Appendix B contains the 56 references for the literature review. (ND)

ED 386 450 SP 036 211

Slattery, Patrick
Time and Education: Postmodern Eschatological Perspectives.
PUB DATE- 22 Apr 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

annotated articles are intended mainly to stimulate thinking and provide ideas. Some of the entries are formal assessments and are intended mainly for the classroom. Other articles discuss performance based assessment and other alternative assessments for elementary and secondary grades. Test construction is the focus of the majority of these articles. Several articles focus on the development of performance-based assessment and portfolios in Vermont. In all, 108 articles are listed alphabetically by author. (SLD)

ED 386 468 TM 023 839

Shannon, David M.; And Others
Implementing a Portfolio-Based Evaluation System for Preservice Teachers.
PUB DATE- 19 Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Majors; *Evaluation Methods; Higher Education; *Portfolios (Background Materials); *Program Implementation; *Self Evaluation (Individuals); Teacher Certification; Teacher Education; *Teacher Evaluation; *Test Construction
IDENTIFIERS- *Preservice Teachers

This paper provides an overview of a portfolio-based teacher evaluation system at Auburn University (Alabama) designed to promote self-assessment, reflection, and professional growth of preservice teachers. This system was developed and implemented in response to a state mandate that all preservice teachers, prior to recommendation for state certification, pass a comprehensive, exit examination. This portfolio system has been introduced, revised, and expanded gradually over the past two years. Feedback gathered from participants (i.e., interns and university intern supervisors) has helped in the refinement of both the portfolio process and product. A discussion of the phases of development and evolution of the portfolio evaluation system and feedback gathered from participants is provided. As the portfolio system has evolved, so have a number of issues regarding definition and purpose, portfolio components and their selection, evaluation, faculty and administrator support and involvement, and curriculum revision. The college has dealt with many of these issues in developing the portfolio and is still dealing with others as portfolio implementation and revision continue to raise new questions. An overview of efforts toward these issues is provided. (Contains 36 references.) (Author/SLD)

ED 386 469 TM 023 840

Lecointe, Darius A.
How the Collapsing of Categories Impacts the Item Information Function in Polytomous Item Response Theory.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

study on the establishment of a data base of Graduate Record Examinations (GRE) for studying talent flow. Both examinee-level and matrix data files created and analyzed under the original project were rearranged to make them more accessible to researchers. These multiyear files (covering testing years 1977-78 through 1986-87) have also been documented so that they can be easily located and analyzed. Extension of the data base through 1991-92 is underway and will be completed in 1993. Seven tables provide information about the files. Appendix A contains 11 trend tables of broad undergraduate and graduate majors. Appendix B is a sample matrix output for detailed majors, and Appendix C is sample matrix for broad majors. (Author/SLD)

ED 386 490 TM 024 059

Bennett, Randy Elliot; Rock, Donald A.
Generalizability, Validity, and Examinee Perceptions of a Computer-Delivered Formulating-Hypotheses Test. GRE Board Professional Report No. 90-02aP.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- Nov 93
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Testing; Difficulty Level; *Generalizability Theory; Graduate Students; Higher Education; *Hypothesis Testing; *Interrater Reliability; Judges; Scores; Scoring; *Test Items; Test Validity
IDENTIFIERS- Constraints; *Formulating Hypotheses Items; *Ideational Fluency

Formulating-Hypotheses (F-H) items present a situation and ask the examinee to generate as many explanations for it as possible. This study examined the generalizability, validity, and examinee perceptions of a computer-delivered version of the task. Eight F-H questions were administered to 192 graduate students. Half of the items restricted examinees to 7 words per explanation, and half allowed up to 15 words. Generalizability results showed high interrater agreement, with tests of between two and four items scored by one judge achieving coefficients in the .80s. As in studies of paper-and-pencil versions, validity analyses found that although F-H was highly reliable, it was only weakly related to Graduate Record Examinations (GRE) General Test scores, differing primarily in its strong relations to a measure of ideational fluency. Versions of F-H based on different response limits tapped different abilities, with items employing the 15-word constraint appearing to be more useful for graduate assessment. Although the overwhelming majority of examinees found the F-H interface easy to use, some did experience difficulty, suggesting the possibility that computer familiarity constitutes a source of irrelevant variance in F-H scores. Twelve tables and two figures illustrate the analysis. Five appendixes contain test directions, an F-H scoring ruburic, ideation fluency measure, accomplishments questionnaire, and an opinion questionnaire. (Contains 30 references.) (Author/SLD)

ED 386 491 TM 024 060

Wainer, Howard
Does Spending Money on Education Help? A Reaction to the Heritage Foundation and the "Wall Street Journal."

child care program operators and child care advocates, and site visits in six states indicated that states are making progress toward integrating the child care programs into seamless systems, but different federal program requirements and resource constraints produce gaps that are found in: (1) categories of clients who can be served; (2) limits on the types of employment-related activities clients can undertake without losing eligibility; (3) limits on the amount of income clients can earn; and (4) limits on the time in which they can receive subsidies. The current fragmented system does not consistently meet the needs of the low-income population attempting to become self-sufficient. The categorical nature of the funding streams, with entitlements to some client categories, time limits, mothers, and activity limits on still others, has the unintended consequence of producing gaps in services. A major contributor is differences in federal programs and the resulting rules that create gaps in services at the state level. As a result, states may not be able to provide child care services to their low-income clients in ways that promote and support self-sufficiency. One table and one figure provide study data. Two appendices contain characteristics of the sample states and major contributors to the report. (SLD)

ED 386 510 UD 030 557

Families on Welfare. Sharp Rise in Never-Married Women Reflects Societal Trend. Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- May 94
NOTE- 65p.; For related documents, see UD 030 558 and UD 030 560.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economically Disadvantaged; Educationally Disadvantaged; *Family Characteristics; Income; Low Income Groups; *Marital Status; *Mothers; *One Parent Family; *Social Change; Trend Analysis; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children

The Subcommittee on Human Resources of the House Committee on Ways and Means asked the General Accounting Office for information on who is currently receiving Aid to Families with Dependent Children (AFDC) and whether the characteristics of this population have changed in recent years. This report presents information on changes in the characteristics of female-headed families receiving AFDC between 1976 and 1992. The following data sources were used: the Bureau of the Census' 1992 March Current Population Survey (CPS) from 1976 to 1992; Department of Health and Human Serivces' (HHS) National Integrated Quality Control System data, from 1986 to 1992; and other Census data in published reports. In this period the proportion of single women receiving AFDC who have never been married more than doubled, increasing from about 21 percent to about 52 percent. This change paralleled a broader societal trend among all single mothers. Among all single mothers, the proportion who never married almost tripled over the same period. In comparison with 1976, single women receiving AFDC in 1992 were more likely to have finished high school and to have fewer children. However, single women receving AFDC in 1992 were poorer than in 1976, even though they worked in about the same proportions. Total family income declined sharply for these women as a result of declines in the real value of earnings and AFDC benefits. Policy implications of these

Bias; *Racial Differences; *Sex Discrimination; Sex Fairness;
*Teacher Education
IDENTIFIERS- *England; Europe

This collection of articles brings together the work of a variety of people on equal opportunities in teacher education. The collective message from these authors is that discrimination and inequality continue to permeate institutions and individuals involved in teacher education and that change is long overdue. The following chapters are included: (1) "Reproduction or Reconstruction? Towards Equality in Teacher Education: An Introduction" (Iram Siraj-Blatchford); (2) "Gender and Teacher Education" (Pat Sikes); (3) "Racial Equality and Effective Teacher Education" (Iram Siraj-Blatchford); (4) "Equal Opportunities, Teacher Education and Europe" (Pam Boulton and John Coldron); (5) "Issues and Concerns for Black Women Teachers in Training" (Maud Blair and Uvanney Maylor); (6) "One of the Boys? Gender Identities in Physical Education Initial Teacher Education" (Anne Flintoff); (7) "The Heart of the Matter? Student Teachers' Experiences in School" (Gill Crozier and Ian Menter); (8) "Admissions and Outcome: Guidance on How To Improve the Quality of the Student Intake" (Lynda Carr); (9) "Moving beyond Permeation: Courses in Teacher Education" (John Clay and Rosalyn George); (10) "From Rhetoric to Reality: Strategies for Developing a Social Justice Approach to Educational Decision-Making" (Leone Burton and Gaby Weiner); and (11) "Developing Equality through Local Education Authority INSET" (Pratap Deshpande and Nargis Rashid). References follow each chapter. (SLD)

the four main sections are: (1) "Our Basis for the Plan: Background, Philosophy and Mission"; (2) "Our Vision: Vision, Goals and Objectives"; (3) "Requirements for the Plan"; and (4) "Five-Year Plan." The actual 5-year plan is broken down into specific technology needs for each of the next five school years. Appendices include: survey forms and summaries, including a 5-year budget; computer and software policies concerning standards, access, and guidelines, a technology inventory, a description of budget items, and a glossary of terms. (MAS)

ED 386 143 IR 017 242

O'Sullivan, Mary F.
Literacy Connection: A Study of Women and Computer Technology in a Two-Year College.
PUB DATE- Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Case Studies; *College Students; *Computer Literacy; Computer Uses in Education; *Educational Technology; Expectation; *Females; Higher Education; *Reentry Students; *Student Attitudes; Technical Education; Two Year Colleges
IDENTIFIERS- Wisconsin

Accepting the image of computer technology as incompatible with women reinforces the long history of women's disassociation from technology. In terms of both literacy and computer technology, women's stories are not being told. How female re-entry students in a two-year college experience computer literacy and technology and what their expectations are concerning literacy and computer literacy are examined through case studies of three women in their first semesters at a technical college in Wisconsin. Data came from interviews and conferences with the subjects, oral narratives they constructed, observations, and documents (including writing samples). The experiences of the three participants indicated that there was a relationship between the accepted institutional literacy discourse and computer literacy. The literacies stressed by the college were also shown in the types of computer literacy emphasized, but the subjects were ambiguous about these literacies and saw them as very separate from the rest of their lives. These women perceived a necessity to be computer literate, but had no very clear idea of what constituted computer literacy, although they seemed to define it as literacy on functional or occupational levels. They usually saw themselves as less skilled than they actually were. (Contains 37 references.) (SLD)

ED 386 144 IR 017 251

Hjetland, Terez
Technology and the Special Education Classroom.
PUB DATE- Jun 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

underlying anxiety towards computers for beginning users. However, a more parsimonious model was identified using CFA (confirmatory factor analysis) analyses of the data. In particular, the results supported the existence of one second (higher) order factor for each of Parts A and D. As for Parts B and C, there was strong support for one substantive factor in each case, with negatively worded items forming a separate "method factor." A summary is provided of first- and second-order factors for each section of the instrument. Four tables illustrate data. (Contains 15 references.) (MAS)

ED 386 162   IR 017 288

Wells, Rosalie
A Review of Computer-Mediated Communication for Distance Education: Teaching and Design Considerations.
SPONS. AGENCY- Army Research Inst., Boise, ID.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Information; Case Studies; Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Educational Technology; Educational Trends; *Instructional Design; Nontraditional Education; Research Reports; *Teaching Methods; Technological Advancement

Computer-mediated communication (CMC) is one of the most recent technologies to be adopted for use in distance education. It provides the means to establish an electronic classroom that is accessible to participants separated by physical distance or time. The literature on CMC is as varied as are the many applications. Most CMC publications are either general descriptions of the medium or projections of new applications within educational and corporate institutions. This review, however, focuses on a small subset of publications with findings and recommendations derived from empirical studies about the use of CMC for distance education. Some findings from these studies are sufficiently robust that they suggest some general trends. While CMC is found to be an ideal medium for fostering discussion among distance students and enhancing participation rates, it is observed that a sufficient critical mass of students and a facilitative teaching style are essential to fostering and maintaining online dialog. Because success in a CMC course is dependent, in large part, on convenient access to a computer, institutions are exploring different ways to increase computer accessibility. (Contains 75 references.) (SLD)

ED 386 163   IR 017 291

Tapia, Ivan, Ed.
Computers in the Classroom: The School of the Future, The Future of the School.
PUB DATE- 95
NOTE- 25p.; Serial is the English edition of "Bildung und Wissenschaft (Bonn)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Media; Educational Technology; Elementary Secondary Education; Higher Education; *Multimedia

Boucher, Julie J.; Lance, Keith Curry
Statistics & Input-Output Measures for Colorado Academic Libraries, 1994.
PUB DATE- May 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; College Libraries; Comparative Analysis; Enrollment; Higher Education; Library Collections; Library Expenditures; Library Personnel; Library Research; Library Services; *Library Statistics; Statistical Data
IDENTIFIERS- *Colorado

The survey data on Colorado's academic libraries is organized by sector (i.e., public or private) and board (e.g., University of Colorado, State Board of Agriculture, Colorado Community College and Occupational Education System). There are library-by-library statistics and summary figures for boards and sectors. Full-time equivalent (FTE) student enrollment, and educational and general expenditures, were obtained for each institution from other parts of the Integrated Post-secondary Education Data System (IPEDS) survey. Tables of statistics and input-output measures include: Fiscal Year (FY) 1994 Total FTE Enrollment; Branch Libraries; Library Staff; Staff Expenditures; Information Resources Expenditures; Miscellaneous Operating Expenditures; Library Collections; Library Services; and Library Service Per Typical Week. The remainder of the document contains charts which compare university, college, and community college libraries on selected statistics. (MAS)

ED 386 184 IR 055 596

Gonzalez, Emilio
Connecting the Nation: Classrooms, Libraries, and Health Care Organizations in the Information Age. Update 1995.
PUB DATE- Jun 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Clinics; Computer Networks; Government Role; Hospitals; *Information Networks; Institutional Cooperation; Libraries; *Public Facilities; Schools
IDENTIFIERS- *Connectivity; Internet; *National Information Infrastructure; National Telecommunications and Information Admin

Connecting every classroom, library, hospital, and clinic in the United States to the National Information Infrastructure (NII) is a priority for the Clinton Administration. This document provides a status report on this initiative by drawing from current data regarding Internet connectivity, a benchmark for NII access. Chapter 1 of the report reviews the NII initiative and discusses the importance of being connected to the NII. Chapter 2 provides an overview of the level of connectivity of U.S. public institutions to the NII. Chapter 3 highlights how communities and government are successfully partnering with the private sector to promote the development of public "on-ramps" to the NII, with federal government funding serving as a catalyst. Chapter 4 describes National Telecommunications and Information Administration (NTIA) programs and initiatives that

1995); H.R. 1555 (The Communications Act of 1995); the Clinton Administration and telecommunications reform; and National Telecommunications and Information Administration Information Infrastructure grants. Research findings include the following areas: public library roles; public library connectivity; other barriers to establishing public library connectivity; impacts of public library connectivity; planning connectivity; and a new policy context. Findings indicate that all aspects of the public library connectivity environment are experiencing rapid changes. While public awareness of the NII grows, so does skepticism concerning the quality and benefits of government services. Public libraries must expect to face increasingly difficult times in competing for resources to maintain existing services while simultaneously introducing new Internet/NII-based services. It is illustrated that public libraries can make important contributions to achieving national economic and educational objectives, but to do so libraries must be willing to change in order to provide services most needed by their communities. The report examines several policy initiatives at the federal, state, and local government levels which were developed from the research findings. (Contains 24 references.) (MAS)

ED 386 203 IR 055 620

Rodriguez, David J., Comp.; And Others
Puerto Rico Recordings in the Archive of Folk Culture. LC Folk Archive Finding Aid.
PUB DATE- Aug 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Archives; *Audiotape Recordings; *Folk Culture; *Hispanic American Culture; Information Sources; Legends; Library Collections; *Music; *Puerto Ricans
IDENTIFIERS- Finding Aids; Library of Congress; *Puerto Rico

This finding aid lists recorded collections in the Archive of Folk Culture of the Library of Congress that document the traditional music and folklife of Puerto Rico and of Puerto Ricans in the United States. Brief descriptions of the recordings are accompanied by identification numbers. Information about listening to or ordering any of the listed recordings is available from the Archive of Folk Culture. (AEF)

ED 386 204 IR 055 621

Delcambre, Angie C., Comp.; And Others
Tales of the Supernatural: A Selected List of Recordings Made in the United States and Placed in the Archive of Folk Culture. Folk Archive Finding Aid.
PUB DATE- May 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Archives; *Audiotape Recordings; *Folk Culture; Information Sources; Library Collections; *Narration; *Story Telling
IDENTIFIERS- Finding Aids; *Ghost Stories; Library of Congress; *Paranormal Experiences; Witchcraft

This finding aid is a selected list of supernatural-related narratives recorded in the United States and held in the Archive of Folk Culture of the Library of Congress. Brief responses, students were required to participate in a group project titled "Metamorphosis," where students addressed the question, "What would happen if you found yourself living on a planet where you underwent a sex change every 5 years?" Results from pre/post questionnaires distributed in the course indicated that while students with hostile attitudes toward the opposite sex appeared to change their beliefs, many also indicated on the posttest that they viewed sports and combat as male roles, even when on the pretest they did not. (Includes student comments, the "Metamorphosis" exercise, and sample student journal entries.) (KP)

ED 386 223 JC 950 411

Exley, Robert J.; And Others
Partners in Action & Learning 1994-1995 Annual Report.
PUB DATE- 3 Aug 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Community Services; Education Service Centers; *Participant Characteristics; *Participant Satisfaction; Partnerships in Education; *Program Implementation; Public Agencies; *School Community Programs; School Community Relationship; *Student Attitudes; Student Participation; Two Year Colleges
IDENTIFIERS- Miami Dade Community College FL; *Service Learning

The Partners in Action and Learning Program at Florida's Miami-Dade Community College (M-DCC) was established in 1994 to aid the integration of service learning into the college's general education curricula. Goals for the first year of the program included the establishment of service-learning centers at MDCC's Homestead and Medical Center campuses, implementation of a college-wide mini-grant program, and establishment of a college committee on service-learning. During fall 1994, in its first term of operation, over 80 faculty members attended service-learning workshops; 15 faculty were awarded mini-grants; and 15 faculty and professional staff participated in a service-learning conference. In winter 1995, the service-learning centers placed 755 M-DCC students at 145 agencies throughout Dade County to provide nearly 21,000 hours of community service. An evaluation of first-year program outcomes, based on interviews with 65 participants and surveys of 428 students and 49 agencies, included the following results: (1) 72% of students were female and 68% were under the age of 26; (2) 73% became involved for class credit, 60% were motivated by the desire to help others, and 59% were looking for new experiences; (3) students expressed a great deal of satisfaction with agency placements, giving an average mean rating of 4.49 on a 5-point scale on 5 key items; and (4) 98% of the agencies agreed or strongly agreed that their overall experience was positive. Includes participant comments and a financial report. Interview questions, survey instruments, and tabled responses are appended. (KP)

ED 386 224 JC 950 412

Spahr, Anthony E.
Predicting Graduation Status of Nursing Students Using Entering GPA and Grades in Algebra, Biology, and Chemistry.
PUB DATE- Aug 95
NOTE- 6p.

ED 386 241 JC 950 432

Adams, Judith
Follow-Up Survey, Graduates of 1993-1994, Macomb Community College. Project #94-069.
PUB DATE- May 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Education Work Relationship; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Macomb Community College MI

As part of a program of graduate follow-up studies, Macomb Community College (MCC), in Michigan, regularly conducts surveys of graduates or certificate earners 1, 3, and 5 years after their departure from the college. For the 1-year follow-up of the class of 1993-94, surveys were sent to all 2,808 alumni requesting information on characteristics, current employment/educational status, salaries, and perceptions of MCC. Study findings, based on responses from 838 former students (29.8%), included the following: (1) 45% of the respondents indicated that they had attended MCC to prepare for a job, 33% for transfer credit, and 16% to improve skills, while 53% indicated that they had fully achieved their objective; (2) 85% were employed, with 61% employed full-time and 19% employed part-time; (3) 47.9% were employed in clerical/sales jobs, 16.8% in management/professional jobs, 11% in service jobs, and 7.5% in blue collar jobs; (4) 54% indicated that their positions were directly or closely related to their coursework; (5) 34% felt that their MCC education was very useful, 36% somewhat useful, 9% not too useful, and 5% not at all useful; (6) 71.7% were satisfied or very satisfied with their jobs; (7) the mean hourly salary for males was $14.82, compared to $11.64 for females; (8) 72% said that their courses were of direct benefit with respect to their career plans; (9) 32.8% indicated that they had transferred to a four-year college; and (10) respondents gave MCC coursework a mean rating of 3.77 for preparing them to continue their education. Includes comparisons to findings from studies conducted the previous 5 years. The survey instrument is appended. (KP)

ED 386 242 JC 950 433

Henriksen, Janel Ann Soule
The Influence of Race and Ethnicity on Access to Postsecondary Education and the College Experience. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Persistence; *Access to Education; Black Students; College Attendance; *College Role; *Community Colleges; *Educational Discrimination; *Educational Environment; Educational Opportunities; *Equal Education; Hispanic Americans; Mentors; Two Year Colleges; Two Year

Colleges; *Two Year College Students
IDENTIFIERS- Wallace Community College AL Selma

Focusing on data for 1993-94, this institutional profile provides information on students, faculty, staff, finance, facilities, and services at Wallace Community College Selma (WCCS), in Alabama. Following an introductory section providing a history of WCCS and reviewing the college's mission and goals, the report provides detailed student data on credit hour production from 1988 to 1994; credit enrollment for 1989 to 1993; credit enrollment by race, sex, and county for fall 1993; grade distribution for credit courses, 1989-93; feeder high school enrollment fall 1993; enrollment by program, 1989-93; awards conferred by program, 1993-94; student financial aid profiles, 1989-94; non-credit enrollment, 1993-94; companies served through business and industry instruction, 1993-94; and job placement statistics, 1987-93. The next section provides data on WCCS' Transfer Initiative and its Educational Talent Search Program, an effort involving nine target high schools to promote college attendance through student services. Next tables are provided on school personnel, including salaries, race, gender, and full- and part-time faculty characteristics for fall 1993. Following data on fiscal year 1994 library resources, financial data are provided for 1989-1994, including revenue/expenditure percentages for unrestricted and restricted funds, total current funds, and WCCS foundation revenues. Next, 1994 data on physical plant assets and a building inventory are presented, followed by information on the Alabama Community College system, including student headcount by race and sex and personnel classified by salary schedule for fall 1993. Finally, the 1993-94 WCCS institutional profile evaluation form is provided. (KP)

ED 386 259 JC 950 451

Analysis of Fall 1994 Course Grades.
PUB DATE- Apr 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Comparative Analysis; Educational Trends; Ethnic Groups; Females; *Grades (Scholastic); Males; Multicampus Districts; *School Effectiveness; School Holding Power; Statistical Distributions; *Student Characteristics; Success; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Pima Community College AZ

This report provides data on withdrawal and success rates and grades earned in fall 1994 at the five campuses of Pima Community College (PCC), in Arizona. Following a literature review on national course grades, descriptions are provided of the following: (1) grades and withdrawals for fall 1979, 1984, 1989, and 1994, indicating that the number of A grades has increased from 28% in 1979 to 32% in 1994; (2) a comparison of grades by PCC campus, indicating that the Community Campus awarded the highest percentage of A's; (3) grades by ethnic group, indicating that 40% of the grades awarded to Native Americans were A's and B's, compared to 56% for the Anglo/Other category and 55% for Asians; (4) grades by gender, revealing higher success and lower withdrawal rates for females than for males; (5) grades by age group, revealing that students over 40 received the highest percentage of A's at almost 50%; and (6) grades by veteran, Pell grant, day/extended day, and cross referral, and, eventually, joint case management of client families. Part of this broader context is the Assessment, Referral and Training Project (ART) which is evaluated in this report. The three goals of the ART project included: (1) cross-referrals to substance abuse treatment by Head Start staff and referrals to Head Start by substance abuse treatment staff; (2) cross-training in which Head Start staff taught treatment staff about critical aspects of early childhood development that can be affected by substance abuse; and (3) joint case management of client families by substance abuse treatment staff, Head Start staff, and other agencies. The program evaluators gathered data during on-site visits through structured and unstructured interviews and a review of documents, curriculum materials, student work, and other records, and concluded that the program objectives were achieved. The appendixes include records of presentations made to individuals and/or groups; referrals among Head Start sites and drug and alcohol treatment programs; and a narrative description of a real case study using fictitious names to insure confidentiality. (AA)

ED 386 277 PS 023 334

Wynn, Joan; And Others
Children, Families, and Communities: A New Approach to Social Services.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Change Strategies; Children; Child Welfare; Community Development; Family (Sociological Unit); *Family Programs; Models; Program Descriptions; Program Implementation; Program Improvement; *Public Policy; *Social Services
IDENTIFIERS- Access to Services; *Family Policy; Family Support; Reform Efforts

Highlighting the need for a redefinition and redirection of social services for children and families, this report proposes a new model for social services that can enhance the development of children and the functioning of families. Two essential and interrelated components of the model described and discussed are: (1) supporting and expanding the role and presence of primary services, such as day care and after school programs, art, music and community service activities, parks, libraries, community centers and settlement houses; and (2) redefining social services to include primary as well as specialized services and focusing on communities as the arena in which services can function as a common enterprise. Chapters 1, 2, and 3 examine ways to link primary services with one another and with specialized services so that they function together for children and families. It is suggested that although there are already substantial financial, physical, and human resources invested in specialized and primary services, those services could be enhanced by improving their quality, increasing their variety, and by recruiting, training, and retaining qualified staff. The questions of strategic planning and goal setting for such an enterprise, of evaluating outcomes, and of governance, are discussed in chapter 4. Contains 84 references. (AA)

ED 386 278 PS 023 387

Classroom Use - Teaching Guides (For Teacher) (052),Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Early Childhood Education; Fundamental Concepts; *Holistic Approach; Instructional Materials; Kindergarten Children; *Learning Activities; Manipulative Materials; Mathematical Concepts; *Mathematics Education; *Mathematics Materials; Mathematics Skills; Play; *Preschool Children; Problem Solving; Resource Materials; Teaching Methods

This book presents extensive sampling of a "whole math" curriculum for preschool and kindergarten children ages 3 and older. An introductory chapter is followed by seven curriculum chapters that discuss math manipulatives, collections, grid games, path games, graphing, math and gross-motor play, and the "math suitcase." Each chapter is divided into three sections. The first section provides background information and suggestions for teachers on each of the chapter topics. The second section is composed of activities that illustrate how to make the materials and provide suggestions for implementation. Each chapter ends with several anecdotes that describe real-life interactions with some of the materials. For each of over 100 activities included, the guide: (1) provides a detailed description of the materials needed; (2) identifies the level of development that the material targets; (3) describes a number of scenarios to guide teachers as they watch a range of children interact with the material; (4) lists ways in which to vary the activities; (5) provides ideas for possible questions to ask for each activity; (6) makes suggestions for coordinating the math material with other math activities and with other areas of the curriculum; and (7) offers helpful hints. To assist teachers in assessing their children's progress, assessment forms are included. (AA)

ED 386 297 PS 023 512

Helburn, Suzanne W., Ed.
Cost, Quality and Child Outcomes in Child Care Centers. Technical Report, Public Report, and Executive Summary.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; David and Lucile Packard Foundation, Los Altos, CA.; Pew Charitable Trusts, Philadelphia, PA.; U.S. West Foundation.
PUB DATE- Jun 95
NOTE- 575p.; Volume 1: Technical Report (392 pages); Volume 2: Public Report (85 pages); Volume 3: Executive Summary (17 pages) (Same as Chapter 15 of Volume 1). The study also received support from the William T. Grant Foundation; the JFM Foundation; and the A. L. Mailman Foundation.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Costs; *Day Care Centers; *Day Care Effects; *Early Childhood Education; Econometrics; Educational Economics; *Educational Quality; Emotional Development; Intellectual Development; Organizational Effectiveness; Outcomes of Education; Program Effectiveness; School Readiness
IDENTIFIERS- *Child Care Costs

Conducted at a time when increasing numbers of the nation's young children are in child care and when the American public is concerned about children's readiness for school, the Cost, Quality, and Child Outcomes Study provides the first comprehensive econometric and psychometric analysis of child care and children's outcomes. The study was designed to examine the relationships among the costs of child care and the nature and effects of children's child care experiences. Cost and

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Conflict Resolution; Curriculum Development; *Discipline; Educational Improvement; Educational Philosophy; Elementary School Students; Elementary Secondary Education; High School Students; Preschool Children; Preschool Education; Problem Solving; *Student Centered Curriculum; *Teacher Student Relationship; Violence
IDENTIFIERS- *Interactive Decision Making

Intended for teachers, this book is a compilation of articles on effectively creating and maintaining an interactive classroom, one in which the teacher uses a wide repertoire of teaching strategies, organizational tools, problem-solving techniques, and consensus building methods. Section 1 discusses improving schools and schooling's role in creating caring individuals. Section 2 discusses establishing groundrules in the classroom and principles of classroom discipline. Section 3 discusses quality school curricula and changes which occur in the classroom when one teaches for understanding. Section 4 discusses how to handle conflicts and break cycles of conflict. Chapter titles are: (1) "The Key to Improving Schools: An Interview with William Glasser" (Pauline Gough); (2) "Caring Kids: The Role of the Schools" (Alfie Kohn); (3) "Laying the Groundrules for the School Year" (Kay Burke); (4) "A Primer on Classroom Discipline: Principles Old and New" (Thomas McDaniel); (5) "The Quality School Curriculum" (William Glasser); (6) "How Teaching for Understanding Changes the Rules in the Classroom" (Martha Stone Wiske); (7) "How to Decrease Bullying in Our Schools" (Susan Smith); (8) "How to Handle Students Exhibiting Violent Behaviors" (Nikki Murdick and Barbara Gartin); and (9) "Breaking the Cycle of Conflict" (Larry Brendtro and Nicholas Long). (JW)

ED 386 314 PS 023 555

Frank, Robert A.
The Role of the Primary Caregiving Father.
PUB DATE- May 95
NOTE- 142p.; Ph.D. Dissertation, Loyola University of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Child Rearing; Comparative Analysis; *Family Characteristics; Family Life; Family Relationship; Father Attitudes; *Fathers; Mother Attitudes; Nuclear Family; Parent Attitudes; *Parent Child Relationship; *Parent Responsibility; *Parent Role
IDENTIFIERS- Father Present Family; Parenting Styles; Primary Caregivers

This dissertation examined primary caregiving father families and how they construct their roles in contrast to primary caregiving mother families. A Self-report survey instrument was constructed. and administered to a sample of 93 married couples in the United States with children under the age of 6. Surveys were coded by couple, analyzed, and classified into appropriate groups: one group in which the father was the primary caregiver (PCGF); and a second group in which the mother was the primary caregiver (PCGM). The results suggested that PCGFs are

IDENTIFIERS- Agricultural Policy; Compromise; *Public Policy Education; Special Interest Groups

Public policy for agriculture and natural resources must change as farming and the use of resources change, but policy also changes to reflect new understandings. The new understandings that will shape future agricultural policy may not come from food producers or agricultural scientists, and may not assume that expanding production is the primary goal. Undoubtedly, the knowledge, experience, and perceptions of consumer advocates, environmentalists, and minority groups will become more influential in the future. Consequently, public policy educators are bound, by ethics and concern for the common good, to balance the diversity of viewpoints involved in policy formation. The old idea that technical models and data are sufficient for policy analysis must be broadened to include goals and viewpoints held by diverse sectors of the population. The public choice model of policy analysis adapts industrial organization theory into a framework for public choice by analyzing policies in terms of situation, structure, concept, and performance (SSCP). Situation refers to unmodifiable facts of nature. Structure refers to the rights, resources, and other rules that, with the situation, determine the opportunity sets of interacting parties. Conduct is the self-interest that leads people to satisfy their preferences, or end states. Performance is evaluation of end states (outcomes or consequences). The ethics-oriented adaptation of SSCP facilitates both better policy and better accommodation of multiple interests by making opposing viewpoints easier to understand. It uses technical data to formulate consequence-predicting models where appropriate, but also draws on longstanding traditions of legal, historical, and philosophical analysis in formulating appeals to rights and virtue. Contains nine references. (JAT)

ED 386 334 RC 020 072

Knutson, Ronald D.
Commercial Farmers As 1995 Farm Bill Stakeholders.
PUB DATE- Jan 95
NOTE- 8p.; In: Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; Agricultural Production; Economic Impact; Extension Education; *Farmers; *Federal Legislation; Federal Programs; *Policy Formation; *Politics; Public Affairs Education; Public Policy; Rural Economics
IDENTIFIERS- *Agricultural Policy; Environmental Issues; *Public Policy Education

When delivering educational programs for commercial farmers, public policy educators should include some major points related to upcoming deliberations on the 1995 farm bill. This paper provides background material for public policy educators on the following questions. When do farm program benefits become so low that farmers decide not to participate? What is an effective response to economists that advocate free market alternatives to the farm program? How does the implementation of the Uruguay Round Agreement (URA) of the General Agreement on Tariffs and Trade (GATT) affect the 1995 farm bill? What are points of conflict and areas of agreement between farmers and

Hubik, Stanislav
Television & Literacy Development in the Czech Republic. Chapter 14.
PUB DATE- 94
NOTE- 15p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Community Development; Culture Lag; Foreign Countries; Industrialization; *Institutional Role; *Literacy Education; *Programming (Broadcast); Public Television; *Rural Areas; Rural Development; Social Action; *Social Change; Socialism
IDENTIFIERS- *Czech Republic; Postmodernism

This chapter begins by explaining that cultural literacy is the ability of a community to create relationships, processes, and institutions aimed at multifaceted community development using indigenous resources (natural, human, social, and cultural). Literacy development in a rural community involves three equally important dimensions--social, educational, and cultural--with corresponding modes of action including adult education, social work, and cultural work. The sociocultural gap between a modern society and a rural society leads to a weakening of the rural community's natural ability to institute development efforts and results in a vacuum, mainly in the social and cultural dimensions of the literacy problem. The history of Czech Republic society after 1948 disrupted the integrity of literacy and considerably weakened institutions responsible for these efforts. Since 1987, Receptar--a television program--has successfully simulated the roles of institutions involved in literacy development and the creation of literacy strategies for rural areas. Receptar, which means "book of prescriptions" or "book of recipes," illustrates how modern forms can be linked to premodern content. Information is collected from viewers and is analyzed, checked, and evaluated. Receptar broadcasts have led to countless community development projects that have created new jobs and profits. The success of Receptar demonstrates that when certain institutions responsible for literacy development become dysfunctional or disappear, their function can be taken up by a television program that can serve, on a large scale, as a guide for community development projects and efforts. (LP)

ED 386 352   RC 020 244

George, Priscilla
Empowering People & Building Competent Communities. Chapter 15.
PUB DATE- 94
NOTE- 19p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *American Indian Education; *Canada Natives; *Community Development; *Community Programs; *Culturally Relevant Education; Foreign Countries; *Literacy Education; Native Language Instruction; Self Determination
IDENTIFIERS- *Ontario Native Literacy Coalition

For the Aboriginal peoples of Ontario, literacy is a process involving not only individuals, but also the whole community. Literacy leads to development and empowerment, which contribute

Spring 1995.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 125p.; Photographs will not reproduce adequately. Contains some broken print and toner streaks.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Conflict Resolution; Consciousness Raising; *Educational Environment; *Educational Practices; Educational Principles; Elementary Secondary Education; *Ethical Instruction; Moral Values; Organizations (Groups); Program Descriptions; Resource Materials; *Rural Schools; Small Schools; *Values Education
IDENTIFIERS- *Caring; Service Learning

This packet includes reprints of articles concerning the development of a caring and ethical rural school community. The four sections of the packet overview theories and rationale for developing a caring classroom, successful programs in ethical schools and classrooms, leadership and decision making for building a caring and ethical school community, and resources for creating a caring and ethical school community. Articles include: (1) "Getting Started in Schools" (Nel Noddings); (2) "Building an Ethical School: A Theory for Practice in Educational Leadership" (Robert J. Starratt); (3) "Citizenship Education for a Pluralistic Democratic Society" (James A. Banks); (4) "Children and Peace: An Opportunity for Inquiry" (JoAnn Harvey); (5) "Raising Students' Social Consciousness in South Hadley, Massachusetts" (Anita Page); (6) "Today's Kids Care about Social Action" (Barbara A. Lewis); (7) "A Democracy of Third Graders" (Kathy Nalle); (8) "To Develop Thinking Citizens" (Jane W. Rowe); (9) "Reaching beyond the Self: Service Learning For Middle Schoolers" (Diane Harrington); (10) "Tackling World Hunger in an Elementary School" (Caroline S. Donnan); (11) "Seeing and Resolving Moral Conflict: Students' Approaches to Learning and Making Choices" (Nona Lyons); (12) "Values Clarification for Students with Emotional Disabilities" (Brian J. Abrams); (13) "The Peacekeepers: Students Use Mediation Skills To Resolve Conflicts" (Michael Meek); (14) "Stemming Conflict through Peer Mediation" (Kathleen K. Shepherd); (15) "Talk about It! Democracy Begins in Human Conversation" (in "Teaching Tolerance"); (16) "Ethical Leadership: A Prerequisite for Effective Schools" (Raymond L. Calabrese); (17) "Ideas That Work with Young Children: How To Institute Some Simple Democratic Practices Pertaining to Respect, Rights, Roots, and Responsibilities in Any Classroom (without Losing Your Leadership Position)" (Polly Greenberg); and (18) "Why Literature? A Rationale" (Linda Leonard Lamme, Suzanne Lowell Krogh, with Kathy A. Yachmetz). The last section lists books, journal articles, and organizations committed to ethical education. (LP)

ED 386 370 SE 054 774

Synergy Conference: Industry's Role in the Reform of Mathematics, Science, and Technology Education. Report of the Synergy Conference (Leesburg, Virginia, June 23-25, 1993).
PUB DATE- Feb 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business; Educational Change; Elementary Secondary

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Environmental Education; Integrated Curriculum; Program Descriptions; Program Effectiveness; Program Evaluation; *Science Curriculum; *Teacher Education Programs
IDENTIFIERS- *Earth Systems Education; Environmental Education Programs

The Program for Leadership in Earth Systems Education (PLESE), a teacher enhancement program sponsored by the National Science Foundation in 1990-94, was a coordinated effort to infuse Earth Systems concepts throughout the K-12 science curriculum across the United States. Characteristics of the program are reviewed in this paper and the results of evaluation of its components are discussed. Research on total program impact while still at the "immediate posttest" stage indicated substantive curriculum restructure in progress in the home schools/districts of some participating teachers. (Author)

ED 386 392 SE 056 840

Hickman, Pamela M.
Habitats: Making Homes for Animals and Plants.
PUB DATE- Aug 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; *Ecology; Environmental Education; *Habitats; *Learning Activities; Outdoor Education; *Plants (Botany)
IDENTIFIERS- Nature Study

This book of activities is designed to supplement a child's outdoor experiences and to encourage children to take a closer look at nature by creating temporary mini-habitats at home or in school. An introduction explains to students the concept of habitat and the responsibilities of keeping a mini-habitat. The remainder of the book contains instructions for 10 activities that involve the replication of habitats in aquariums and other containers. Activities are entitled: (1) "Life in a Rotting Log"; (2) "Wonderful Worms"; (3) "Watching Wood Lice"; (4) "Slugs and Snails"; (5) "Ponder a Pond"; (6) "A Toad's Tale"; (7) "Amazing Ants"; (8) "A Forest under Glass"; (9) "Mounds of Moss"; and (10) "Turn a Pond into a Forest." Activities contain step-by-step construction methods and an observation section which encourages students to examine the highlighted organism's ecology within it's natural habitat. Each activity contains a section called "The Big Picture" which places the concepts learned within a larger environmental context. (LZ)

ED 386 393 SE 056 858

Kramer, Ed, Ed.; And Others
WATER: Water Activities Teaching Environmental Responsibility: Teacher Resource, Environmental Science.
PUB DATE- 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Educational Games;

Mourning the Death of Patroklos" (Jean-Simon Berthelemy); and "The Rape of Proserpina/Persephone" (Jean-Francois de Troy). Part 3--Nineteenth Century Gallery, Second Floor, includes: "Hylas and the Nymph" (Baron Francois Pascal Gerard (and Studio)); "The Fury of Achilles" (Alexandre-Denis Abel de Pujol); "Venus and Adonis" (Pierre-Paul Prud'hon); "Equestrian Joan of Arc" (Paul Du Bois); and "Study for 'The Nights of Penelope'" (Pierre-Paul Leon Glaize). Each of the 3 parts concludes with a bibliography. (MM)

ED 386 416 SO 025 424

Altman, Mary; Caddy, John
Rural Arts Collaborations: The Experience of Artists in Minnesota Schools & Communities.
PUB DATE- 94
NOTE- 208p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Art Activities; *Art Education; *Artists; Art Therapy; Community Cooperation; Community Involvement; *Community Programs; *Community Resources; Cultural Exchange; Elementary Secondary Education; Human Resources; Intercultural Programs; Interdisciplinary Approach; *Rural Population; Rural Schools; School Community Relationship
IDENTIFIERS- *Minnesota

This book describes the process and results of a 5 year arts initiative, Artists in Minnesota Schools and Communities (AMSC). Based on the premise that rural communities hold an undervalued wealth of artistic and cultural resources rarely tapped by schools, the project piloted a variety of models for integrating art in the educational experiences of students and community members. This document organizes the report of AMSC efforts into five parts. Part 1 introduces the founders and philosophic rationale for this initiative. Part 2 lays out the concepts and operations for selection, support, and evaluation of the 13 pilot sites. The selection sites provide a range of themes and approaches to project implementation. Part 3 presents the model projects by their themes. "Artist/Teacher Collaborations" offers cooperative learning situations. "What We Cherish Here" defines and commemorates the values and uniqueness of community. "Cultural Sharing" focuses of pluralistic communities. "Interdisciplinary Education" and "Ways of Sharing Art" look at art roles in the larger educational and community arena. And "Healing Dreams" (in a unique school setting) reports on work in a hospice setting. Part 4 identifies project findings: (1) generalization of rural communities is inappropriate; (2) local artist participation is important to the community's ability to develop successful and lasting art education programs; (3) collaboration, working together toward a common goal; (4) inclusion, the incorporation of many voices, are key factors in planning and developing successful art education programs; (5) the level of local autonomy and degree of AMSC involvement must vary from site to site; and (6) continuation was identified as an area needing more developed strategies for support of future projects. Part 5: "Recommendations for the Future," completes the report. Appendixes are: "Table One: Summary of Project Information"; "Table Two: Summary of Project Budget Information"; "Map of Model Project Sites"; and a 50-item bibliography. (MM)

ED 386 417 SO 025 425

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Educational Assessment; *Educational Strategies; Elementary School Teachers; Elementary Secondary Education; Integrated Activities; *Interdisciplinary Approach; School Districts; Secondary School Teachers; Student Evaluation; *Student Motivation; *Teaching Methods; Teamwork; *Thematic Approach
IDENTIFIERS- *Virginia

This paper reports on the 30th study group sponsored by the Appalachia Education Laboratory's (AEL) Classroom Instruction Program. Twenty-three K-12 teachers worked in seven teams in six schools throughout Virginia to design and implement classroom interdisciplinary curriculum units with accompanying alternative assignments. Project research explored the following: use of alternative assessment (products, performance tasks, personal communications, portfolios, observations) in integrated instruction; peer coaching; changes in instructional strategies when the focus is interdisciplinary; and the effect on students of using alternative assessments and interdisciplinary instruction. Findings of the study suggest: (1) administrative support should be visible and project specific; (2) released time is critical to unit/assessment development and implementation; (3) teams need to be volunteers who elect to work, teach, and reflect together; (4) starting small, with one unit and one or two assessments, enables teams to learn to work together and to make the matches between subjects without the pressure of revising a year-long curriculum; (5) keeping the emphasis on common goals, concepts, and skills can prevent units from being collections of activities, and assessments from resembling activities with little student integration of learning; (6) charting individual student progress throughout a unit (and across units) reminds students and teachers of the interconnectedness of subjects and concepts within subjects; and (7) alternative assessments provide greater opportunity for student creativity and increased student motivation. Conclusions and recommendations regarding the group's design and implementation of interdisciplinary instructional units and alternative assessments are reported in the study group's final product: "Interdisciplinary Units with Alternative Assessments: A Teacher-Developed Compendium." (ND)

ED 386 434 SP 036 183

Dochy, F. J. R. C.; And Others
Modularisation and Student Learning in Modular Instruction in Relation with Prior Knowledge.
PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Course Content; *Course Selection (Students); *Curriculum Design; *Educational Change; Educational Environment; Educational Practices; *Elective Courses; Foreign Countries; Higher Education; *Learning Modules; *Prior Learning; Student Interests; Universities
IDENTIFIERS- *Modularization; Netherlands

This report explores the development of modular education and its application in the Dutch Open University. The origins of modular education are examined from the first applications in American higher education and the development of electives and the credit system to the role of modular instruction as the

(150)
DESCRIPTORS- Educational Principles; Higher Education; Literature Reviews; *Philosophy; *Time; *Time Factors (Learning); *Time Management; *Time Perspective
IDENTIFIERS- *Chaos Theory; Metaphysics; *Postmodernism; Theology

This paper discusses postmodern philosophical conceptions of time as they might inform educational theorizing, and it challenges the underlying assumptions about time in current educational reform literature, especially the 1994 Report of the National Commission on Time and Learning entitled "Prisoners of Time" (U.S. Department of Education, 1994). The paper deconstructs the notions of time as linear, hierarchical, and quantifiable and proposes instead a proleptic or eschatological view of temporality. Time has traditionally been incorporated into educational research as a variable to be controlled, managed, or manipulated in order to improve instructional goals, classroom management, and evaluation results. These efforts to manipulate time as an isolated, independent, and quantifiable variable are based on the assumption that the universe was created in time and space as opposed to time and space being interwoven into the very essence of the cosmos. This paper proposes an understanding of time based on a simultaneous experience of past, present, and future. This proleptic eschatology confronts the underlying assumption in contemporary educational literature and research that time can be quantified and used as an independent variable. Rather than defining teachers as "prisoners of time" who met efficiently manage, effectively organize, appropriately delegate, and creatively invest time, educators are challenged to envision their lives as functioning within a larger dynamic ecosystem with past, present, and future integrated simultaneous into the very fabric of existence in a postmodern process of becoming. (Contains 44 references.) (Author)

ED 386 451   SP 036 212

Wortham, Stanton
Acting Out the Great Books: A Case Study of How the Implemented Curriculum Can Differ from the Planned Curriculum.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Communication; *Classroom Environment; *Controversial Issues (Course Content); Course Content; Curriculum Development; Higher Education; Interpersonal Relationship; Minority Groups; Racial Attitudes; *Racial Relations; Secondary Education; Secondary School Curriculum; *Teacher Student Relationship
IDENTIFIERS- *Great Books Curriculum

This paper reports on a study of the complex ways a planned curriculum can get transformed in practice. The analysis also illustrates how the implemented curriculum can have moral and political significance, in ways that critics of the planned curriculum might not foresee. "Participant example," an actual or hypothetical event in which participants with a role have two interactionally relevant identities--as a participant in the conversation and a character in the example--is used in the analysis. In talking about someone's character, the speaker may be implying something about the actual participant. Thus, in

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Computer Simulation; Difficulty Level; Interrater Reliability; *Item Response Theory; *Responses; Testing; *Test Items
IDENTIFIERS- *Information Function (Tests); Partial Credit Model; *Performance Based Evaluation; Polytomous Items

The purpose of this Item Response Theory study was to investigate how the expected reduction in item information, due to the collapsing of response categories in performance assessment data, was affected by varying testing conditions: item difficulty, item discrimination, inter-rater reliability, and direction of collapsing. The investigation used copulas in computer simulations of performance assessment batteries with varying combinations of item characteristics within Muraki's Generalized Partial Credit Model. Only two of the significant contrasts that were detected were of practical importance. The results appear to indicate that the expected reduction in information due to the collapsing of categories is not affected by any of the testing conditions simulated in this study. Consequently, a practitioner may combine low-frequency categories with adjacent categories without any significant adverse effect on the information provided by the test items. (Contains 1 figure, 9 tables, and 19 references.) (Author)

ED 386 470 TM 023 841

Bibliography of Assessment Alternatives: Science. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; *Educational Assessment; Educational Innovation; *Elementary Secondary Education; Portfolios (Background Materials); *Science Education; *Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation

Entries in this bibliography represent current holdings of the Test Center of the Northwest Regional Educational Laboratory in the area of alternative assessment ideas for science. Alternative refers to holdings on topics other than standardized, norm-referenced tests. The list emphasizes performance assessments, portfolios, and technological innovations. Some of the assessments described are intended for informal classroom use. A total of 108 resources are annotated. (SLD)

ED 386 471 TM 023 842

Bibliography of Assessment Alternatives: Mathematics. Innovative Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; *Educational Assessment;

PUB DATE- Oct 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Entrance Examinations; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Financial Support; Grade 8; Public Schools; *School District Spending; Selection; *State Surveys; Test Results; *Test Use
IDENTIFIERS- Heritage Foundation; *National Assessment of Educational Progress; *Scholastic Aptitude Test; Wall Street Journal

In June 1993 the "Wall Street Journal" carried a table of data prepared by the Heritage Foundation that listed the states in order of the average amount they expend on each public school student. The table also contained each state's rank on the average score on the Scholastic Aptitude Test (SAT) and the rank of each state in the average performance of a random sample of eighth graders on the mathematics portion of the National Assessment of Educational Progress (NAEP). The obvious inference drawn from this table was that spending money on education does not improve student performance, since some states that spent a great deal did not have high performance indices. Any such broad inference is almost surely specious. Setting aside such considerations as the differing cost of living, one issue is examined: self-selection. Average performance on the SAT does not represent study proficiency in that state, since only a small percentage of students take the SAT in some states. The uncertainty within a state about who takes the SAT is too great an obstacle for statistical adjustment to overcome. NAEP scores, which are closer to being the sort of random sample that is required for meaningful comparisons, are a more reasonable measure, and when they are examined with expenditures, there is a small relationship that indicates that spending money does improve performance. For every thousand dollars spent a state's NAEP ranking improves by two places. The reproduced table and two figures illustrate the discussion. (SLD)

ED 386 492 TM 024 061

Livingston, Samuel A.; Lewis, Charles
Estimating the Consistency and Accuracy of Classifications Based on Test Scores.
PUB DATE- Oct 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Error of Measurement; *Estimation (Mathematics); *Reliability; *Scores; Scoring; Test Length; Test Results; *Test Use
IDENTIFIERS- Accuracy; Beta Binomial Test Model; Four Parameter Model

This paper presents a method for estimating the accuracy and consistency of classifications based on test scores. The scores can be produced by any scoring method, including the formation of a weighted composite. The estimates use data from a single form. The reliability of the score is used to estimate its effective test length in terms of discrete items. The true-score distribution is estimated by fitting a four-parameter beta model. The conditional distribution of scores on an alternate form, given the true score, is estimated from a findings are considered. Three figures present study findings. Three appendices provide 2 tables and 22 figures to detail the report and a list of major contributors to the report. A glossary of terms is provided. (Contains six references and three related GAO products.) (SLD)

ED 386 511 UD 030 558

Families on Welfare. Focus on Teenage Mothers Could Enhance Welfare Reform Efforts. Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- May 94
NOTE- 30p.; For related documents, see UD 030 560 and UD 030 557.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Early Parenthood; Economically Disadvantaged; Educationally Disadvantaged; *Family Characteristics; Job Training; Low Income Groups; *Mothers; One Parent Family; Poverty; Social Change; Trend Analysis; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Job Opportunities and Basic Skills Program; *Welfare Reform

The Subcommittee on Human Resources of the House Committee on Ways and Means asked the General Accounting Office for information on characteristics of single-parent families receiving Aid to Families with Dependent Children (AFDC) and whether the characteristics of this population have changed in recent years. This report examines how certain characteristics of female-headed families receiving AFDC influence their length of stay on welfare and assesses the implications of the analysis for welfare reform in general and the Job Opportunities and Basic Skills Training (JOBS) program in particular. To analyze characteristics associated with length of stay on AFDC, univariate and multivariate statistical techniques on data obtained from the Census Bureau's Survey of Income and Program Participation (SIPP) were used. AFDC families headed by women with less than a high school education, little recent work experience, or children younger than age 6 are likely to leave AFDC less quickly than other families. These characteristics are especially prevalent among teenage mothers, and being a teenage mother has long-term implications for the welfare system. The JOBS' emphasis on education and work experience as a means of helping young parents avoid longer stays on welfare is appropriate, but teenage mothers should be targeted more directly. Four figures and one table present study findings. Four appendixes provide seven tables to detail the report and a list of major contributors to the report. Contains a five-item list of related GAO products. (SLD)

ED 386 512 UD 030 559

Homelessness. Appropriate Controls Implemented for 1990 McKinney Amendments' PATH Program. Report to Congressional Committees.
PUB DATE- Feb 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; *Expenditures; *Federal Legislation; Financial Support; Grants; *Homeless People; *Mental Disorders; *Program Evaluation; Resource Allocation;

DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Grading; Lesson Plans; *Parent Teacher Conferences; Preschool Education; *Special Education; Student Attitudes; Teacher Attitudes; *Teaching Experience; Technological Advancement; *Videotape Recordings

Experiences of a teacher using educational technology in the classroom are recounted. The teacher welcomed technology as it was being introduced over the two decades she spent first in the preschool and then in the middle-school special-education classroom, but she found adapting to technological advances slow going at first. Eventually she came to use technology in a number of instructional management tasks, including calculating grades, making lesson plans, communicating with parents, and modifying classroom work. Technology, through the camcorder, allows efficient and convenient student-parent-teacher conferences. Parents receive a tape of the student's recorded interview as an introduction to communication with the teacher. She also adopted technology for instruction, giving students the opportunity to complete assignments and express themselves. Teachers are advised to expect to spend time learning about new hardware and software and to be creative in their technology uses. They are also advised that students, who often understand some aspect of the technology better than the teacher does, can be valuable resources. Thirteen unnumbered attachments include examples of technology use for teachers, lessons plans, grade spreadsheets, modified assignments, student questions, and examples of student computer assisted products. (SLD)

ED 386 145   IR 017 261

LeRoy, David; LeRoy, Judith
Public Television Viewing in a Dual Channel Market: Some Big Surprises! Info. Packets No. 13.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- May 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audience Response; Audiences; Cable Television; Comparative Analysis; Competition; Demography; *Marketing; *Programming (Broadcast); *Public Television; Television Research; *Television Viewing; Trend Analysis
IDENTIFIERS- *Florida (Tampa); *Market Research

In a recent study of the Tampa (Florida) market, TRAC Media Services acquired some interesting information about the market's response to its two public television stations. WEDU is a VHF-signal community station that reaches about 745,000 households in a week, and WUSF is a university-licensed UHF station that reaches about 547,000. Month-long metered viewing data from the Tampa area were purchased from the Nielsen rating service. Of the metered homes in the market, 86% had viewed 1 or both of the public stations in the past 28 days. In fact, 48% of households had watched on 14 days or more, and 21% had watched on 21 days. Only 10% of the homes viewed only 1 genre on public television. In addition, 75% of the core audience for public television consisted of households without children. There were no significant differences in terms of education, age, sex of household head, or cable status for the core viewing households. Nature/travel and how-to shows accounted for the largest share of the viewing (73% and 57%, respectively) on both stations. Unique programs telecast on

Instruction

Computer uses in the classroom is the theme topic of this journal issue. Contents include: "Emo Welzl: 1995 Leibniz Laureate" (Hartmut Wewetzer); "Learning to Read with the Aid of a Computer: Research Project with Children Starting School" (Horst Meermann); "The Multimedia School: The Comenius Pilot Project" (Tom Sperlich); "A Very Useful Piece of Equipment: Education Expert Alfons Rissberger On the Use of Computers in the Classroom"; "Farewell to Passiveness: Multimedia Project With Disadvantaged Young Persons" (Franz Piesche-Blumtritt); "Learning Via Satellite: New Paths in Inplant Training" (Hans-Christian Rofsler); "Surrounded by a Sea of Universal Knowledge: New Media Establishing Themselves in Higher Education" (Hilde Malcomess); "The Greenhouse Effect: Everybody's Talking About CO2--But What About CFCs, Methane and Near-Earth Ozone?" (Mojib Latif); "Research for the Next Millennium: Genetic Engineering and Environmental Conservation in Agriculture" (Christopher Maas & Jeff Schell); and "The Fulbright Idea." There are also six "News in Brief" articles. (MAS)

ED 386 164 IR 017 292

Cummings, Leslie E.; And Others
HyperNexus: Journal of Hypermedia and Multimedia Studies. 1993-94.
PUB DATE- 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Book Reviews; Computer Software; *Computer Uses in Education; *Educational Technology; Guidelines; *Hypermedia; *Instructional Design; Interactive Video; Japanese; Learning Activities; *Multimedia Materials; Second Language Learning; Videodisks
IDENTIFIERS- HyperCard; *Virtual Reality

This document consists of one volume year (four quarterly issues) of the journal "HyperNexus", containing articles on hypermedia and multimedia use in education. Typical article topics are: obstacles to the widespread use of educational technology; software for Japanese language learning; information retention using interactive videodisc; hypertext/hypermedia instructional design considerations; a guide to virtual reality; hypercard in the foreign language classroom; guidelines for using icons; reasons for using virtual reality; hypermedia on the information superhighway; developing a kiosk, or multimedia database; and teaching educators about virtual reality. Columns include editorials, hardware and software updates, book reviews, conference announcements, and learning activities. (AEF)

ED 386 165 IR 017 293

Sheary, Kathryn Anne
Parallel Processing at the High School Level.
PUB DATE- 95
NOTE- 88p.; Master's Research Paper, University of Illinois at Springfield.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Computer Literacy; *Computer Science Education; Computer Software; Computer Uses in Education; High Schools;

are helping to accelerate the connection of public institutions to the NII. The report concludes that there is much work to be done before the goal of connecting every school, library, and health care organization to the NII is accomplished. Nevertheless, federal government funding programs can serve as a catalyst in this effort, spurring public-private partnerships even in disadvantages and remote areas of the country. Three tables illustrate data. (Contains 25 references.) (MAS)

ED 386 185 IR 055 597

Missar, Charles D., Ed.
Management of Federally Sponsored Libraries: Case Studies and Analysis.
PUB DATE- 95
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrators; Case Studies; Federal Aid; Federal Courts; Federal Government; *Government Libraries; Law Libraries; Librarians; *Library Administration; Medical Libraries; National Libraries; Research Libraries; Science Libraries
IDENTIFIERS- Army; Federal Reserve System; *Management Practices; Military Libraries; National Library of Medicine MD; National Library Service for the Blind; Pentagon; Senate

This book provides insight into how managers of federally sponsored libraries view their roles and carry out their duties. Seven federally supported libraries were selected to serve as case studies. These libraries represent a cross-section of various types, and the nine chapters are written by librarians from these facilities. The discussion includes what actually happens during the course of business, principles of management, and how the managers apply these basic principles to library operations. The chapters are arranged in six parts: (1) Legislative Branch--"United States Senate Library" (Roger K. Haley); (2) Judicial Branch--"Sixth Circuit Library for the United States Courts" (Kathy Joyce Welker); (3) Executive Branch--"Department of Defense: Army Libraries" (Louise Nyce); "The Pentagon Library" (Louise Nyce); "Redstone Scientific Information Center (RSIC)" (Sybil H. Bullock); (4) Independent Agencies--"Research Library of the Board of Governors of the Federal Reserve System" (Ann Roane Clary); (5) National Libraries--"National Library Service for the Blind and Physically Handicapped" (Frank Kurt Cylke); "National Library of Medicine" (Kent A. Smith & Robert Mehnert); (6) Conclusions--"An Overview of Effective Management in Federal Libraries" (Charles D. Missar). Contains 18 references. (MAS)

ED 386 186 IR 055 598

Buckingham, Betty Jo; And Others
Weeding the Library Media Center Collections. Second Edition.
PUB DATE- 94
NOTE- 19p.; For the first edition (1984), see ED 253 240.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Libraries; Elementary Secondary Education;

descriptions of the recordings are accompanied by identification numbers. Information about listening to or ordering any of the listed recordings is available from the Archive of Folk Culture. (AEF)

ED 386 205 IR 055 622

Derrickson, William Maxwell, Comp.; Lister, Mary E., Comp.
Alaska Collections in the Archive of Folk Culture. LC Folk Archive Finding Aid.
PUB DATE- May 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Culture; Archives; *Audiotape Recordings; *Eskimos; *Folk Culture; Information Sources; Library Collections; Music; Narration
IDENTIFIERS- *Alaska; Finding Aids; Library of Congress

This finding aid describes collections in the Archive of Folk Culture of the Library of Congress that document the traditional music and folklife of Alaska. Brief descriptions of the recordings are accompanied by identification numbers. Information about listening to or ordering any of the listed recordings is available from the Archive of Folk Culture. (AEF)

ED 386 206 IR 055 623

Tan, Wendy
Resources Guide for Outsourcing Cataloging.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Cataloging; Contracts; Library Materials; Library Technical Processes; *Private Agencies
IDENTIFIERS- *Outsourcing

Outsourcing cataloging is becoming popular in the library profession, but a directory of cataloging agencies is still lacking. Only a few cataloging agencies are well-publicized, and it is hoped that this directory of 23 agencies will promote a competitive open market, thereby serving as a form of quality assurance. Cataloging services are divided into two sections: (1) cataloging agencies, which normally provide cataloging service based on shelflist cards or title pages, for which book processing is not listed as an option; and (2) book jobbers, for which acquisitions seems to be the major service, but which also provide cataloging and book processing as requested. Each cataloging agency entry includes a brief summary of company background and client base; address; telephone and fax number; materials cataloged; costs; and other services offered, when appropriate. Book jobber entries provide an address and telephone and fax numbers only. (MAS)

ED 386 207 IR 055 624

Huttenlock, Terry L.; And Others
Derived Taxonomy of Value in Using Library and Information Services: A Manual for Encoding of Responses.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 95
NOTE- 32p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; Community Colleges; *Grade Point Average; *Grades (Scholastic); *Nursing Education; Performance Factors; *Predictive Validity; Predictor Variables; Regression (Statistics); Two Year Colleges
IDENTIFIERS- Morton College IL

A study was undertaken at Morton College, in Illinois, to examine the relationship of entering grade point average (GPA) and grades in prerequisite support courses in algebra, biology, and chemistry to graduation in the college's nursing program. A sample was developed of 255 students admitted to the nursing program in 1990, 1991, and 1992 and regression equations were calculated to determine the relationships between these predictor variables and graduation status after 2 years. Means and standard deviations were determined, and an additional follow-up logistic regression was performed to estimate a student's odds of graduating from the nursing program based solely on GPA. Results indicated that the best predictor of graduation status was entering GPA, followed by grades in biology and grades in chemistry. Although all of these correlations were significant, the amount of variance in graduation status explained by each was very small. Moreover, when entering GPA was included in the analysis, the independent contributions made by course grades were inconsequential. However, using GPA as the sole predictor indicated that a student with a low entering GPA was almost as likely to graduate from the program within 2 years as a student with a high GPA. This indicates that other variables besides entering GPA should be examined, such as reading skill level, computational skill level, and vocational interest tests. (KP)

ED 386 225 JC 950 413

Attmore, Robert H.
Global Business Institute, Report 95-T-1.
PUB DATE- 1 Sep 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Audits (Verification); *Business Education; Community Colleges; *Compliance (Legal); Educational Finance; Eligibility; *Financial Audits; *Financial Support; Full Time Students; Inspection; Postsecondary Education; Program Administration; Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Global Business Institute NY; *Tuition Assistance Program NY

In 1995, the New York State Office of the Comptroller performed an audit of Tuition Assistance Program (TAP) awards at Global Business Institute, a two-year business school offering one business-related program leading to a certificate. TAP, the largest student grant and scholarship program administered by the Higher Education Services Corporation (HESC), is designed to provide tuition aid to eligible full-time students enrolled in approved programs. According to HESC's records, Global certified 1,326 students for 3,099 TAP awards totaling $3,378,900 over the period from 1990-91 to 1992-93. Out of a statistical sample of 150 awards, 29 totaling $28,915 were disallowed because the program did not offer the minimum 1,440 hours of instruction or an approved core curriculum, students were not attending full-time, classes exceeded the approved

College Students
IDENTIFIERS- ERIC Digests

Questions related to underrepresented groups' access to postsecondary education and their experiences while in college are fundamental to the goal of achieving equal educational opportunities for all students. Some researchers have viewed community colleges as important in giving access to students who might not have the academic ability for the intellectual paths of their choice by helping them define and achieve realistic goals. Others argue that they continue class-based separation by tracking less academically prepared students into vocational programs. Both community college supporters and critics agree that they allow more students to enroll in college at a lower cost. Critics, however, highlight the large gap between students in two-year and four-year institutions who attain baccalaureate degrees and note that two-year college students typically come from non-white families with lower incomes and have parents who did not attend college. The 1995 "Transfer Assembly Study" by the Center for the Study of Community Colleges found that only 12% of Hispanic and Black students transferred to four-year institutions, compared to 23% of White students. Cultural influences on minority academic achievement include family expectations of employment after high school, academic testing which places many minority students on remedial tracks, a lack of minority role models, and lack of encouragement from white professors. Fortunately, some colleges have started programs to actively address these issues through recruitment and outreach programs, peer mentors, minority faculty recruitment, and programs to improve campus climate. (KP)

ED 386 243 JC 950 434

Assessment Report, 1995. Submitted to Virginia Community College System and State Council for Higher Education.
PUB DATE- Sep 95
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; College Administration; College Outcomes Assessment; *College Planning; Community Colleges; Educational Finance; *Evaluation Methods; *Institutional Evaluation; Multicampus Districts; *Organizational Effectiveness; Program Descriptions; *Program Improvement; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Lord Fairfax Community College VA

In 1994, Lord Fairfax Community College (LFCC), in Virginia, revised its general education and major assessment routines to include indirect measures, such as graduate and employer surveys, with direct Academic Profile testing. This report describes LFCC's first full cycle of assessment under the new routines carried out from 1993 to 1995. Following a brief executive summary, the report describes changes and outcomes for the following review areas: (1) general education assessment, indicating that respondents to graduate surveys report that they gained in all skill areas included and that external evaluations of a sample of student essays received a grade 2.1 out of 4; (2) assessment of majors based on grades and interviews/surveys of students, graduates, and employers, including suggested improvements for the general engineering, electronics, and office systems programs; (3) performance review of programs at LFCC's Fauquier Campus; (4) assessment of occupational/non-occupational status. Appendix A provides six tables showing the number and percent of grades awarded for fall 1990-94 both district-wide and by campus, while appendix B provides seven tables on the numbers and percentages of grades awarded in fall 1994 by ethnicity, gender, age, veteran status, Pell grant status, day/extended-day classes, and occupational and non-occupational classes. (KP)

ED 386 260 JC 950 452

1994-95 Graduates Summary.
PUB DATE- Aug 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; *College Graduates; Community Colleges; *Educational Certificates; Females; General Education; Legal Education (Professions); Longitudinal Studies; Males; Minority Groups; Nursing Education; Statistical Distributions; *Student Characteristics; Tables (Data); *Technical Education; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Pima Community College AZ

Providing data on 1994-95 graduates and completers from Pima Community College (PCC), in Arizona, this report presents tables showing the number and percentage of associate degrees, technical and advanced certificates, and basic certificates by type; by instructional program; by ethnicity; and by gender. Six- and 10-year comparative data are also included. Highlighted findings include the following: (1) graduates and completers earned 1,865 awards in 1994-95, with associate degrees constituting 57% of these awards, basic certificates 28%, and technical and advanced certificates 15%; (2) minority students represented 29% of the total graduates, while women comprised 58%; (3) 20% of the graduates were Hispanic, 3% African-American, 3% Asian-American, and 2% Native American; (4) since 1985-86, the proportion of degrees has decreased by 3%, the proportion of technical and advanced certificates has increased by 6%, and the proportion of basic certificates has decreased by 3%; (5) in 1994-95, the largest percentages of total degrees were awarded in general studies (38%), nursing (12%), business administration (5%), and legal assistant (5%); (6) the largest percentages of advanced and technical degrees were awarded in practical nursing (16%), water technology (14%), hazardous materials technology (12%), and wastewater technology (12%); and (7) the most frequently awarded basic certificate was in the emergency medical technology program (55%). Appendixes provide tables showing number and percent of degrees, technical and advanced certificates, and basic certificates awarded by program, ethnicity and gender. (KP)

ED 386 261 JC 950 457

Colby, Anita; Foote, Elizabeth
Creating and Maintaining a Diverse Faculty. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 4p.; Drawn from "Creating and Maintaining a Diverse Faculty, New Directions for Community Colleges, Number 87," edited by William B. Harvey and James Valadez; see ED 376 884.
LANGUAGE- English

Mapes, Bruce E.
Child Eyewitness Testimony in Sexual Abuse Investigations.
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Children; Cognitive Ability; *Court Litigation; Investigations; Legal Problems; *Memory; *Questioning Techniques; *Recall (Psychology); Reliability; *Sexual Abuse; Social Influences; Victims of Crime
IDENTIFIERS- Suggestion; Testimony; *Witnesses; Witnesses to Crime

Intended to help in the forensic investigation of child abuse allegations, this book explores several issues related to children's allegations of sexual abuse and subsequent testimony. Chapter 1 presents an overview of: the informational needs of child welfare agencies and the courts; the scope of the forensic assessment; and the standards and guidelines governing forensic investigations. Chapter 2 examines the major developmental changes in memory and its reconstructive nature. Chapter 3 discusses the ways in which the forensic investigation may impact the child's allegation(s) and memory of an alleged abuse, while chapter 4 discusses some of the major environmental influences upon children's allegations and memories, as well as controversies concerning children's memories of sexual abuse. Chapter 5 discusses the nonleading-leading continuum of investigative techniques, helping the investigator to recognize techniques that might modify a child's memory of an event or facilitate false allegations. Chapter 6 describes the basic knowledge, competencies, and support systems the forensic investigator should have. Chapter 7 discusses the major environmental factors that can affect the child's allegation(s), that may influence their reconstruction of the event(s) from memory, and that must be considered in the formulation of appropriate interventions. Chapter 8 discusses methods of protocol analysis. Chapter 9 differentiates between credibility and validity of allegations. Chapter 10 presents a four-step decision-making process to assist the forensic investigator in reaching the decision supported by the existing evidence. Chapter 11 highlights some of the important issues that need further exploration. Contains 133 references. (AA)

ED 386 279 PS 023 388

Kroehl, Candace Olin
Increasing the Use of Developmentally Appropriate Practices by Teachers and Assistants in an Early Childhood Center through Self-Assessment, Inservice Training and Peer Support.
PUB DATE- 95
NOTE- 101p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Day Care Centers; Early Childhood Education; *Inservice Teacher Education; Parent Education; Preschool Children; *Preschool Teachers; Program Effectiveness; Self Evaluation (Individuals); Staff Development; Teacher Attitudes; *Teacher Improvement; Teacher Student Relationship
IDENTIFIERS- *Developmentally Appropriate Programs; Staff Attitudes

quality data were collected through visits to 50 non-profit and 50 for-profit centers in each of four states: California, Colorado, Connecticut, and North Carolina. Trained data collectors conducted interviews with and distributed questionnaires to center directors, teachers, and parents; they also observed two randomly chosen classrooms in each center. Data were then collected on 826 children from preschool classrooms visited earlier. The study found that while child care varies widely within and between states and sectors of this industry, most child care is mediocre in quality, sufficiently poor to interfere with children's emotional and intellectual development. Market forces constrain the cost of child care and at the same time depress the quality of care provided to children. It costs somewhat more to provide good quality care than to produce poor quality care; however, higher costs are not obviously reflected in parent fees, which are relatively similar in centers of different quality. Based on the findings, the following recommendations were made: (1) launch efforts to educate parents on identifying high quality programs; (2) implement higher state standards; (3) increase investments in child care staff; and (4) assure adequate financing and support of child care. (BGC)

ED 386 298 PS 023 518

Ennew, Judith, Ed.
Learning or Labouring? A Compilation of Key Texts on Child Work and Basic Education.
PUB DATE- 95
NOTE- 155p.; Innocenti Readings in Children's Rights series.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Child Advocacy; *Child Labor; Children; *Childrens Rights; *Compulsory Education; Developing Nations; Economically Disadvantaged; *Education Work Relationship; Elementary Education; Foreign Countries; *Labor Legislation; Low Income Groups; Public Policy; School Attendance Legislation; Social Action; Social Attitudes
IDENTIFIERS- Africa; Brazil; China; *Exploitation; Historical Background; India; Nepal; Reform Efforts; UNICEF

Harmonized with UNICEF's efforts to reduce hazardous and exploitative forms of child labor, this compilation of key texts examines the area of child labor and basic education. The articles are organized into four main areas covering ideas, debates, evidence, and case studies. The first part provides some definitions of childhood, work, exploitation and education. The second part provides a review of changes in policy attitudes at an international level and presents some of the classical views in both the compulsory education and fertility debates. The cases of India, China, Java and Nepal are considered. The third part examines cases of children working in rural and urban settings, evidence of the importance of primary education for economic development, the relationship between school and work during childhood, and the different reasons why children may be unable to attend school. The final part of the book presents examples of how basic education for working children has been approached in several parts of the world. Suggestions for further reading and a resource section of relevant books, articles, and other materials that can be obtained from academic sources and international agencies is included. (AA) contributing to changing patterns in the traditional roles prescribed by society, pointing to an emerging family structure that is different from, rather than the reverse of, the traditional family structure. The PCGF provides a strong male influence, with nurturing abilities. At the same time, the non-PCGM continues to play a critical role in the child's development. She continues to exhibit strong nurturing ability and, in addition, brings new experiences related to working outside the home. The PCGF family model facilitates the active participation of both parents in the care of their child. Appendices contain copies of the survey questionnaire and the cover letters and a list with the comparison of couple responses. Contains 51 references. (AA)

ED 386 315　　　　PS 023 556

Swick, Kevin J.
Teachers Revisit the Meaning of Homelessness.
PUB DATE- Aug 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Course Descriptions; Educational Strategies; *Education Courses; Elementary Secondary Education; Family School Relationship; Higher Education; *Homeless People; Interpersonal Competence; Parent Teacher Cooperation; Student Journals; *Teacher Attitudes; Teacher Education; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Shelters

This paper discusses the development of an action-centered, experience-based graduate course on homelessness for teachers and administrators, based on the premise that educators must have accurate and sensitive perceptions of homeless students and their families in order not to stereotype such individuals. A collaborative initiative was formed between Richland County School District One (South Carolina), the South Carolina Department of Education, and the University of South Carolina to develop the course. The course was designed to provide accurate information about the causes and nature of homelessness, as well as involve participants in acquiring instructional strategies and classroom responsive approaches that support the successful and positive involvement of homeless students and their families. The course included lectures and demonstrations, guest speakers, class discussion, reading and keeping journals, and student involvement in family homeless shelters. Journal entries from a majority of the 24 participating teachers showed that their views toward homeless children and families had changed as a result of taking the course. Teachers also became more aware of the special needs of homeless students, community resources for the homeless, and the need to take positive action to help such students and their families. (Contains 13 references.) (MDM)

ED 386 316　　　　PS 023 557

Dunkle, Margaret C.
Who Controls Major Federal Programs for Children & Families: Rube Goldberg Revisited. Special Report #3.
PUB DATE- 95
NOTE- 81p.; Posters not included in ERIC document.
LANGUAGE- English

environmentalists in the 1995 farm bill deliberations? What bases exist for developing the coalition required to enact the 1995 farm bill? The case for farm programs is as strong as it has been in the past. However, with fewer farmers, that case must be made more clearly, more convincingly, and with a realization of the need for coalition building and political compromise. (Author/JAT)

ED 386 335 RC 020 073

Lockett, Benny L.
Attitudes of Small Farmers As 1995 Farm Bill Stakeholders.
PUB DATE- Jan 95
NOTE- 9p.; In: Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agriculture; Extension Education; *Farmers; Farm Management; Federal Programs; *Government Role; Needs Assessment; *Program Attitudes; *Public Affairs Education; *Rural Development
IDENTIFIERS- *Agricultural Policy; Environmental Issues

To design public issues education programs to meet the needs of small farmers, the Cooperative Extension programs at Prairie View A&M University (Texas) and nine other 1890 land grant institutions surveyed small farmers' opinions concerning the 1995 farm bill. Responses were received from 644 farmers in the states in which these institutions are located (primarily in the South). Objectives were to assess preferences and attitudes concerning the future of agricultural and food policies, to enable state extension services to improve their public issues education programs, and to enable states to provide input to congressional representatives. A small farm was defined as one that has less than $40,000 in gross farm sales. Of 644 farmers surveyed, 61 percent had incomes below $40,000 and 87 percent had incomes less than $100,000. More than half the sample participated in at least one farm program, the largest being the disaster program (28 percent). A permanent program for losses exceeding 50 percent was favored. Farmers also favored governmental involvement in regulating and protecting water quality. Expansion of the public education system was viewed as the single most important factor for improving rural development. The USDA food pyramid was familiar to 46 percent of respondents, possibly indicating the success of educational programs concerning nutrition, diet, and health. (JAT)

ED 386 336 RC 020 074

Kinsey, Jean
Transition in Food and Agricultural Policy: Key Stakeholder--Domestic Consumers.
PUB DATE- Jan 95
NOTE- 10p.; In: Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Production; Consumer Economics;

to self-determination. Once the wards of the federal government, Aboriginal communities now are assuming more control over their own affairs. Education, including literacy, is key to such control. Aboriginal literacy practitioners seek to "place education into culture" by using the holistic approach and by considering the elements of self, community, family, and the universe (world view) during program development. The Ontario Native Literacy Coalition (ONLC) is comprised of 31 urban and reserve-based literacy projects. ONLC provides networking opportunities, training for Native literacy practitioners, culturally sensitive program materials, and advocacy on all levels. Literacy practitioners are from the home community and have knowledge of community members and culture, a sincere belief in the student, creative abilities, organizational skills, and deep commitment. Community coordinators recruit students, train tutors, develop or adapt materials to local situations, and raise funds. Because programs are community based and student centered, a variety of models have emerged, many of them involving cultural education and the whole language approach. Fourteen projects include literacy in an Aboriginal language. Practitioners meet for a week every 3 months, take courses, and visit successful programs. They identified the two most important courses in helping them enhance student self-esteem: the Healing Circle and Prior Learning Assessment (a portfolio development process). (SV)

ED 386 353   RC 020 245

Fogwill, Lynn
Literacy: A Critical Element in the Survival of Aboriginal Languages. Chapter 16.
PUB DATE- 94
NOTE- 21p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; American Indian Languages; *Canada Natives; *Community Programs; Culturally Relevant Education; Cultural Maintenance; Elementary Secondary Education; Eskimo Aleut Languages; Foreign Countries; Inupiaq; *Language Maintenance; *Literacy Education; *Native Language Instruction
IDENTIFIERS- Endangered Languages; Na Dene; *Northwest Territories

Six Aboriginal languages have been designated as official languages of the Northwest Territories (Canada) along with English and French. However, more than legislation is needed to support efforts to reclaim Aboriginal languages and culture. Both missionary schools and federally administered public schools (1940s-60s) disrupted the transmission of culture and language from one generation to the next. In the last decade, significant changes have occurred that return control of education to the community level and support development of curriculum and materials in Aboriginal languages. Although Inuktitut is considered a highly viable language across the Arctic, Dene languages are declining in use and need aggressive intervention to ensure their survival. Three types of interventions are particularly critical. First, a new school system must meet the cultural and linguistic needs of children. Such interventions have included Inuktitut immersion programs that incorporate learning experiences from an Inuit cultural perspective, and the Dene Kede curriculum developed under the guidance of elders. Second, adults, especially young adults,

Education; *Industry; *Mathematics Education; *Partnerships in Education; *Science Education; *Technology Education
IDENTIFIERS- National Standards; *Reform Efforts

The purpose of the Synergy Conference was to define and initiate new roles for industry in the systemic reform of K-12 science, mathematics, and technology education. The three specific goals of the conference were: (1) inform the corporate community about the status of education reform and its relationship to the larger economic context; (2) share information about exemplary industry and education reform initiatives; (3) generate two outputs from each participant: an action plan for themselves and their businesses and recommendations for joint efforts to create synergy. The Presentations section of this report includes the keynote address "Thinking for a Living" (Marc Tucker); summaries of the plenary session speeches: "Progress of Standards Reform in Science, Mathematics, and Technology Education" (Kenneth M. Hoffman and others); "Business and Education: The Evolving Agenda" (Gary Aslin), and "Briefing: Legislative Initiatives in the 103rd Congress" (Gary Allen); and summaries of the concurrent sessions. The "Response" section of the report synthesizes the working group discussions and includes examples of actual action plans. The "Outcomes" section lists recommendations, and the concluding section reviews the conference accomplishments. Appendices include funding, participant list, conference agenda, and a list of the members of the Synergy Conference Advisory Committee. (JRH)

ED 386 371 SE 054 775

Williams, Lauren A.; And Others
A Guide for Planning a Volunteer Program for Science, Mathematics, and Technology Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 92
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Engineers; Industry; *Mathematics Education; *Partnerships in Education; *Science Education; Scientists; *Technology Education
IDENTIFIERS- *Volunteers In Education

This manual, published by the Triangle Coalition for Science and Technology Education, is intended to serve as a resource for those wanting to bring the human and material resources of the scientific and engineering communities into beneficial and sustainable relationships with schools through volunteer programs that are locally designed and broad-based. While the focus here is on precollege science, mathematics, and technology education, the strategies and principles can be transferred to other subjects in the school curriculum. The manual emphasizes two critical levels of activity, within the individual schools and at the overall program level. Chapters include: (1) Collaboration-a new beginning, (2) Planning the program, (3) Formulating the program, and (4) Implementing the program. Thirty-four appendices include a volunteer program organization chart; responsibilities of coordinators and alliance; needs assessments for administrators, teachers, and community organizations; program sequence; precollege programs and volunteer opportunities; forms for volunteer applications,

Elementary Education; Environmental Education; *Learning Activities; Science Activities; Water Pollution; *Water Quality; *Water Resources; Wetlands; Worksheets
IDENTIFIERS- Environmental Education Activities; Environmental Education Curriculum; Environmental Responsibility; Ohio; *Stillwater River; *Watersheds

This activity book was developed as part of an effort to protect water quality of the Stillwater River, Ohio, through a Watershed Protection Project. It is designed to raise teachers' and students' awareness and trigger a sense of stewardship towards the preservation of water resources. The activities are generally appropriate for elementary age children. A collection of 45 activities are divided into the following chapter titles: (1) "Water, Water Everywhere"; (2) "Pollution"; (3) "Wetlands"; (4) "Stillwater Watershed"; (5) "Games"; and (6) "Maps." Topics covered include the hydrologic cycle, the water table, sources of pollution, oil spills, wetland values, wetland functions, watersheds, river systems, dams, and environmental responsibility. Maps include major rivers of the United States, the Mississippi and Ohio watersheds, other Ohio maps, and the Stillwater River watershed. Each activity has an objective, background information, materials, procedure, and worksheets where appropriate. Cites 11 publications and resources. (LZ)

ED 386 394 SE 056 882

Tanguiane, S.; Perevedentsev, V.
Pedagogical and Scientific Criteria for Defining Environmental Content of General University Education. Environmental Education Series No. 19.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France). Environmental Education Section.
PUB DATE- 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Objectives; Environmental Education; *Evaluation Criteria; General Education; Higher Education; Instruction; *Integrated Curriculum
IDENTIFIERS- Environmental Problems

It has become common to say that incorporating environmental education into general education mainly means integration of environmental content into the content of general, school, and higher education. This study attempts to identify, examine, and propose a system of criteria for rationally grounded selection of the environmental content of general education, particularly at the level of higher education. The two sets of criteria examined, educational and scientific, are shown to overlap and taken together, to complement one another. The study is intended to be theoretical and not to be used as a practical guide. Chapter 1 centers on the need to educate the general public and prevent environmentally harmful decisions. Chapter 2 gives a brief review of worldwide environmental conditions. Chapter 3 deals with a conceptual framework to determine the environmental content of general education, including the higher education level. This chapter also contains some reflections and considerations of ways and modalities of integrating the environmental dimension into general higher education. Chapter 4 is concerned with several global and regional environmental issues. Selection criteria are defined on the basis of the analysis of issues identified. A selected bibliography contains 73 entries. (LZ)

Diket, Read, Ed.
Seminar for Research in Art Education. Research Abstracts for the National Art Education Association Conference (Houston, Texas, April 7-11, 1995).
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Abstracts; *Art Education; Elementary Secondary Education; Higher Education; *Research; Research Projects; Research Reports

This document contains abstracts of 70 conference presentations. They serve as an ongoing record of presentations, documenting research concerns. The abstracts are listed alphabetically by author. Some of the topics covered include: aesthetics; art education and religion, art criticism, art history, art making, color theories, computer technology, cultural and multicultural issues, standards and assessment, discipline based art education, gender issues, gifted and talented art education, historiography, teacher education, teaching methodologies, staff development, and future directions in visual arts research. (MM)

ED 386 418 SP 036 069

National Health Education Standards: Achieving Health Literacy.
SPONS. AGENCY- American Cancer Society, Inc., New York, N.Y.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Competency Based Education; Comprehensive School Health Education; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Health Activities; *Health Education; Health Materials; *Health Promotion; Minimum Competencies; National Programs
IDENTIFIERS- *National Health Education Standards; *Performance Indicators; Standard Setting

This document describes the National Education Health Standards, which are based on numerous documents and the experience of various other education standards development groups. The goal of the standards was to develop for schools what would be a framework for "world class" health education. The standards are a framework for schools to use in creating an instructional program that will enable their students to become healthy and capable of academic success. Standards are arranged by standard and by grade (K-12) with content and performance indicators for each level. The document is divided into five major sections covering: (1) education reform and the rationale for health education; (2) the National Education Health Standards, detailing what students should know and be able to do in health education; (3) Opportunity-to-Learn Standards, outlining the kinds of support that need to be in place at local, state, and national levels for students to achieve National Health Education Standards; (4) the key concepts and processes used in developing the standards; and (5) conclusions and recommendations regarding the seven components of the standards basis of higher education curriculum. Advantages of modular instruction include more choice and self-pacing for students; more variety and flexibility for teachers and staff; and increased adaptability of instructional materials. Disadvantages include greater self-discipline and self-motivation required for students, increased preparation time and lack of concrete rewards for teachers and staff, and greater administrative resources needed to track students and operate multiple modules. Changes in educational practices in the Dutch speaking world are reviewed, comparing traditional to modular approaches. The modular education program at the Dutch Open University, is described, including three modular course models (study unit model, the textbook-workbook model, and the essay/thesis model) with the advantages and disadvantages of each one outlined. Finally, the paper looks at the importance of prior knowledge, suggesting that in a modular education environment, according to the changing ideas in today's society on personal development, students will request a kind of instruction more fully in accordance with and appropriate to their personal characteristics and their prior knowledge state resulting in a more efficient and effective education for the learner. There is also the opportunity for students to skip a module or to work through it more quickly on the basis of prior knowledge. (Contains 27 references.) (ND)

ED 386 435   SP 036 184

Houghton, Mary; Goren, Paul
Professional Development for Educators: New State Priorities and Models.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Educational Change; Elementary Secondary Education; Excellence in Education; *Faculty Development; Government School Relationship; *Inservice Teacher Education; Models; Standards; *State Programs; State School District Relationship; *Statewide Planning
IDENTIFIERS- Colorado; Michigan; Rhode Island

This report explores current thinking in professional development as it relates to strategies for reform. It begins with a discussion of the relationship between professional development and school reform and a description of recent efforts by the National Governors' Association to stimulate dialogue on the issue. The report then discusses the problems of current professional development approaches and reviews the major issues and challenges involved in designing a new system, including summaries of three state-designed models for improving the quality and effectiveness of professional development, crafted by working groups in Colorado, Michigan, and Rhode Island. Highlights include: (1) draft criteria for effective professional development proposed by the Colorado team; (2) analyses and critiques of current professional development programs in five Colorado school districts; (3) a 5-year action plan proposed by the Rhode Island team that includes the establishment of professional standards and assessments for educators; and (4) ideas from the Michigan team for a new professional development infrastructure featuring advanced telecommunications networks and innovation/demonstration sites. The report proposes 12 guiding the case study, relationship issues among the actual teacher and students can intermingle with aspects of the official curriculum being discussed. The study is drawn from a 3-year study of "great books" classrooms, focusing on a ninth grade history class of primarily African American students discussion of Plutarch's "Life of Lycurgus." Detailed analyses of the classroom interaction are provided. Findings of the study indicated that the implemented curriculum differed substantially from the planned curriculum. As teachers and students became involved in debate over Sparta, it was clear that the interracial subtext does not concern Spartans at all, but relations in the classroom and contemporary America. The discussion did in fact have unpleasant moral consequence, but these happened in a much more subtle way than expected. Two conclusions can be drawn: (1) the moral and political consequences of school curricula require paying attention to the implemented as well as the planned curriculum; (2) one should not jump to conclusions about the politics of official curricula without attending to their practical implementation. (Contains 10 references.) (ND)

ED 386 452 SP 036 214

Boe, Barbara L.
A Democratic Assessment Technique.
PUB DATE- Feb 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; *Cooperative Learning; Democratic Values; Elementary Secondary Education; Evaluation Methods; *Group Discussion; Group Instruction; *Group Testing; Higher Education; Preservice Teacher Education; *Student Evaluation
IDENTIFIERS- Carthage College WI; Junior Great Books Program; Student Record of Behavior

When one instructor began to use cooperative learning groups as a main teaching strategy in teacher education courses, she designed a large group oral exam format to take the place of traditional paper-and-pencil testing. The group oral exam format reduced text anxiety as there was no right or wrong response; it drew on both the cognitive and affective domains, and demanded individual input, critical analysis and thinking, use of synthesis, and valuing and organization. In this format the 30-student class broke into their usual cooperative small groups to develop a consensus on the topic presented. In each group each idea was supported and accepted before it was presented in the large group sharing period. Then each group shared one conclusion that evolved. After this an outline for the class essay was created. Agreement was reached on specifications for the essay, and the resulting piece reflected the thought power of the entire class. For evaluation, the instructor used the Student Record of Behavior, a classroom observation instrument, and the seating chart instrument from the Junior Great Books discussion group procedure that provides written evidence of participation and quality of information. The teacher became not a proctor but an active though mostly silent facilitator. (Contains 15 references.) (JB)

Educational Innovation; Educational Research; Elementary Secondary Education; *Mathematics Education; Portfolios (Background Materials); *Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation

Articles in this bibliography represent holdings of the Test Center of the Northwest Regional Educational Laboratory in the area of assessment alternatives in mathematics. Articles are included to stimulate thinking and provide new ideas. Some of the entries describe formal assessments, intended mainly for the classroom. The 134 annotations center on test construction, and describe a number of approaches, including portfolios and other performance-based assessments. (SLD)

ED 386 472 TM 023 975

Powers, Donald E.; Wilson, Susan T.
Passage Dependence of the New SAT Reading Comprehension Questions. College Board Report No. 93-3.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Entrance Examinations; Construct Validity; High Schools; *High School Students; Questionnaires; Reading Comprehension; *Reading Tests; Test Construction; *Test Items; *Verbal Ability
IDENTIFIERS- *Passage Dependency; *Scholastic Aptitude Test; Strategy Choice

It has been reasonably well established that test takers can sometimes answer correctly some reading comprehension passages without reading the passages on which the questions are based. This issue was studied with the new Scholastic Aptitude Test (SAT) in a study designed to determine the strategies by which examinees are able to achieve better-than-chance performances without reading the passages. Sets of sample reading comprehension questions were administered, without passages, to 350 verbally-able students in 8 secondary schools across the country. After completing the task, students were asked to complete a questionnaire describing the strategies they had used. The most often cited strategies involved choosing answers on the basis of consistency with other questions and reconstructing the main theme of a missing passage from all the questions and answers in a set. These strategies were also more likely to result in successful performance on individual test items than any of the many other possible approaches. Implications for the construct validity of the new SAT are discussed. One figure and 14 tables present analysis results. (Contains 25 references.) (Author/SLD)

ED 386 473 TM 023 976

Curley, W. Edward; Schmitt, Alicia P.
Revising SAT-Verbal Items To Eliminate Differential Item Functioning. College Board Report No. 93-2.
PUB DATE- 93
NOTE- 23p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

binomial distribution based on the estimated effective test length. The agreement between classifications on two alternate forms is estimated by assuming conditional independence, given the true score. An evaluation of the method showed that the estimates of the percent of test-takers correctly classified and the percent consistently classified were within one percentage point of the actual values in most cases. Although the estimated effective test length and the estimates of the conditional standard error of measurement are sensitive to changes in the specified minimum and maximum possible scores, the estimates of the decision accuracy and decision consistency statistics are not. (Contains seven tables and seven references.) (Author)

ED 386 493 TM 024 062

Zwick, Rebecca; And Others
Assessing Differential Item Functioning in Performance Tests.
PUB DATE- Mar 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; *Item Bias; *Multiple Choice Tests; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Mantel Haenszel Procedure; *Performance Based Evaluation; Polytomous Variables

Although the belief has been expressed that performance assessments are intrinsically more fair than multiple-choice measures, some forms of performance assessment may in fact be more likely than conventional tests to tap construct-irrelevant factors. As performance assessment grows in popularity, it will be increasingly important to monitor the validity and fairness of alternative item types. The assessment of differential item functioning (DIF), as one component of this evaluation, can be helpful in investigating the effect on subpopulations of the introduction of performance tasks. Developing a DIF analysis strategy for performance measures requires decisions as to how the matching variable should be defined and how the analysis procedure should accommodate polytomous responses. In this study, two inferential procedures, extensions of the Mantel-Haenszel procedure, and two types of descriptive summaries that may be useful in assessing DIF in performance measures were explored and applied to simulated data. All the investigated statistical methods appear to be worthy of further study. Nine tables present analysis results. (Contains 32 references.) (Author/SLD)

ED 386 494 TM 024 063

Lawrence, Ida M.
The Effect of Test Speededness on Subgroup Performance.
PUB DATE- Oct 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Americans; Black Students; *College Entrance Examinations; *Difficulty Level; Females; Higher Education; High Schools; Hispanic Americans; *Mathematics Tests; *Racial Differences; *Test Items
IDENTIFIERS- Graduate Management Admission Test; *Scholastic Aptitude Test; *Speededness (Tests)

The purpose of this study was to gauge the disadvantage, if any,

Substance Abuse; *Transitional Programs
IDENTIFIERS- *Stewart B McKinney Homeless Assistance Act 1987

The Projects for Assistance in Transition from Homelessness (PATH) program provides the states and territories with funds to serve homeless individuals who are seriously mentally ill or dually diagnosed with serious mental illness and substance abuse disorders. As part of the mandate of the authorizing legislation, the General Accounting Office evaluated the PATH program, interviewing officials; reviewing grant applications and fiscal year 1991 and 1992 annual reports from California, Florida, Illinois, New York, and Texas; and visiting two local providers. Evaluation indicated that the Department of Health and Human Services has implemented appropriate program controls to help ensure that PATH expenditures are consistent with the 1990 amendments to the McKinney Homeless Assistance Act. In the five states that were studied, state grant procedures, financial oversight, and provider monitoring also help ensure that PATH services reach the target population. Local providers' mental health assessments further ensure that PATH services reach the target population. Four appendixes describe the scope and methodology of this report, including a chart of state and territory allotments for fiscal years 1992 and 1993 and a list of major contributors to the report. Contains a four-item list of related GAO products. (SLD)

ED 386 513 UD 030 560

Families on Welfare. Teenage Mothers Least Likely To Become Self-Sufficient. Report to the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.
PUB DATE- May 94
NOTE- 34p.; For related documents, see UD 030 557 and UD 030 558.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Early Parenthood; Economically Disadvantaged; Educationally Disadvantaged; *Family Characteristics; *Mothers; One Parent Family; Poverty; Prevention; Social Change; Trend Analysis; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Reform Efforts; *Self Sufficiency

The Subcommittee on Human Resources of the House Committee on Ways and Means asked the General Accounting Office for information on who is currently receiving Aid to Families with Dependent Children (AFDC) and whether the characteristics of this population have changed in recent years. This report presents information from 1976 to 1992 about women receiving AFDC who were or are teenage mothers. demographic, employment, and income trends were analyzed using ther following data sources: The Census Bureau's March Current Population Survey (CPS) from 1976 to 1992; Department of Health and Human Services' (HHS) National Integrated Quality Control Systems data from 1986 to 1992; and other Census data in published reports. Women who gave birth as teenagers make up nearly half the AFDC caseload. This group of women is less likely to have a high school diploma and more likely to have larger families. Both of these characteristics increase the likelihood of being among the poorest AFDC recipients. As Congress considers welfare reform, it may need to explore preventive strategies aimed at discouraging young mothers from being dependent on welfare and encouraging self-sufficiency. Three figures present study findings. Appendix I uses three tables and seven figures

WUSF did not demonstrate much viewer appeal. The relationship between the two stations in terms of competing for viewers and the use of two stations for time shifting of programs viewed will be the subjects of further research. (SLD)

ED 386 146 IR 017 262

Pizzi, Skip
The Last Millimeter: Interfacing the New Public Radio Satellite System. Info. Packets No. 14.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- May 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Algorithms; *Audio Equipment; *Broadcast Reception Equipment; Coding; *Communications Satellites; Networks; Production Techniques; Radio; *Technological Advancement
IDENTIFIERS- Analog Digital Interfaces; Data Compression; Digital Signal Processing; *Digital Transmission Systems; *Public Radio

Public radio is about to achieve a new technological level as the new Public Radio Satellite System (PRSS) is deployed. The network will dramatically improve the capacity and quality of its interconnection system, but proper interfacing at member stations will be required to realize the full benefits of the new system. The new system uses digital transmission and includes a perceptual coding algorithm called MUSICAM, a data compression system that keeps bandwidth requirements low and audio quality high. Audio outputs will be offered in: (1) the compressed digital signal; (2) the decoded (decompressed or "linear") digital audio complying with the AES/EBU interconnection standard; or (3) standard analog linear audio. Uplink stations should note that modulators do not include MUSICAM inputs, although these may be added later. Most stations will want to use analog audio to feed live programs to their on-air consoles or for time-shifting. Details are provided about interfacing the MUSICAM output to a disk-based storage system, ancillary data interfacing, and control interfacing. The new PRSS will usher in a small revolution in the way public radio programs are distributed. One table lists additional hardware options for the new PRSS. (SLD)

ED 386 147 IR 017 263

Vedro, Steven
What Is Interactive Television, Anyway? And How Do We Prepare for It? Part One: Datacasting Makes a Comeback. Info. Packets No. 15.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- May 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Broadcast Reception Equipment; Cable Television; Educational Television; *Interactive Television; Programming (Broadcast); *Technological Advancement
IDENTIFIERS- Closed Captioned Television; *Datacasting; Data Compression; Data Transmission; *Digital Transmission Systems; Vertical Blanking Interval; Video on Demand

*High School Students; *Programming; Surveys; Teacher Attitudes
IDENTIFIERS- Illinois; *Parallel Processing

This study investigated the ability of high school students to cognitively understand and implement parallel processing. Data indicates that most parallel processing is being taught at the university level. Instructional modules on C, Linux, and the parallel processing language, P4, were designed to show that high school students are highly capable of not only understanding, but of applying parallel processing. Eight high school students, 11th and 12th graders, were study participants. Students studied, evaluated, and executed programs in C and P4 on the Linux operating system. A complete description of the six instructional modules is provided. Overall, the results of the instructional modules clearly indicate that high school students can understand and implement parallel processing. An unanticipated positive result of this project was the high level of student motivation that resulted. Students pursued additional avenues beyond the scope of this project and spent many hours outside of class on the project. Also included in the study was a survey of 30 high schools in Illinois concerning teaching parallel processing and other programming languages. Results shows that most high school teachers are unaware of the existence of parallel processing and/or reluctant to advance their own knowledge in this area. Appendices include the instructional modules, introductory activities, performance tests, surveys, and C, Linux/Unix, and P4 handouts. Four figures and three tables illustrate data. (Contains 16 references.) (MAS)

ED 386 166   IR 017 294

Reisman, Sorel
Multimedia Computing: Preparing for the 21st Century.
PUB DATE- 94
NOTE- 608p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Computer Assisted Instruction; Computer Interfaces; Computer System Design; Digital Computers; Electronic Publishing; *Futures (of Society); Guidelines; Hypermedia; Intellectual Property; Microcomputers; *Multimedia Materials; Optical Data Disks; *Organizational Development; *Technological Advancement; Total Quality Management
IDENTIFIERS- *Multimedia Information Systems

This book contains 18 chapters, written by different authors, on preparing for the future of multimedia computing (MMC). It is organized into four sections which focus on the following areas respectively: technology, applications and benefits, applications and development, and end users. The first section concerns the relationship between MMC technology and the place of multimedia in emerging, decentralized enterprises; and advances in interactive digital multimedia systems, multimedia distributed computing, and a video applications server are discussed. The second section provides guidance for justifying the expense of converting a PC environment into one that uses multimedia, and an overview of MMC and guidelines for CD-ROM and multimedia publishing and CD-recordable applications. The third section contains chapters that provide insight into the challenges of designing and developing MMC applications; total quality management, issues in multimedia user interface design for computer-based instruction, cognitive issues in the development of multimedia learning systems, script-coding, production, intellectual property law, and entrepreneurship in

Guidelines; *Learning Resources Centers; *Library Collections; *Library Materials; *Library Planning; School Libraries; Two Year Colleges; *Weeding (Library)
IDENTIFIERS- *Iowa

This second edition of guidelines for weeding school library media collections is addressed especially to elementary and secondary school library media centers and to community college and vocational school library resource centers in Iowa. This publication is designed for those who want weeding of all formats of materials and equipment (not just printed materials) to become an integral part of their selection-acquisition-use-discard cycle. Some philosophy about weeding is included, and specific guidelines are summarized. A summary of past departmental policy statements and planning procedures dealing with library collection weeding is followed by topical sections on: why, when, and how to weed; subjective and objective weeding criteria; the eight phases of the weeding procedure; weeding guidance for print and nonprint collections in schools and community colleges; and how to discard. (Contains 21 references.) (MAS)

ED 386 187 IR 055 599

Buckingham, Betty Jo; McCurdy, Susan
Planning the School Library Media Center Budget.
PUB DATE- Oct 94
NOTE- 32p.; For related documents, see ED 242 324 and ED 343 605.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Budgeting; Elementary Secondary Education; Guidelines; *Learning Resources Centers; Library Administration; *Library Expenditures; Library Materials; *Library Planning; *School Libraries; Two Year Colleges
IDENTIFIERS- *Iowa

As a result of an Iowa state mandate for budgeting of school library media centers, the publication "Planning the School Library Media Center Budget" was updated in 1991. Since that time, the Uniform Financial Accounting's document has phased in a management information system which includes different numbers and dimensions from those available in 1991. This edition of the publication includes those new numbers and dimensions, and reflects the prices and philosophies of the end of the 20th century. A summary of past departmental policy statements and planning procedures for budgeting is followed by topical sections on: budget initiation, budget format, and budget components. Sample material replacement cycles and sample costs for selected library media for elementary, junior high/middle schools, senior high schools, and area colleges are given for basic, initial or phase one collections for cycles from two years to thirty-three and one third years. A sample budget proposal for a junior-senior high school with a student enrollment of 500 and a budget template are provided. An appendix outlines budget codes typically used in library media programs from "Uniform Financial Accounting for Iowa LEAs, 1991." (MAS)

ED 386 188 IR 055 600

Jaques, Thomas F.
Clear Purpose...Complete Commitment. A Long-Range Program To

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classification; *Coding; Cost Effectiveness; Evaluation Methods; *Information Services; *Library Services; Models; Users (Information)
IDENTIFIERS- Conceptual Frameworks; Examples

This manual was written as part of a study entitled "Studying the Cost and Value of Library Services," conducted from fall 1993 through spring 1995. The goal of the study was to address the problem of developing models and methods for studying the cost and value of library and information services in a way that can be pragmatically generalized and applied by services wishing to conduct similar studies; to provide libraries with information that will aid in the justification, evaluation, and decision making concerning library services. A brief account of the development process and the structure of the taxonomy is provided here. The objective is to provide detailed explanation with examples for every code in the taxonomy, so that this information may aid in: future encoding of user responses to questions related to value; evaluations of library and information service where user interviews are a part of evaluation; or in modification of the taxonomy. In the process, the manual provides pragmatic rationale for decisions in applications of the taxonomy, and reveals the details of the research's rationale in development and testing of the derived taxonomy. The manual is organized into two parts. Part 1 is intended as a general framework: it contains a summary of the approach to development of the taxonomy, describes its structure and attributes, presents the taxonomy in two exhibits, and elaborates on the nature of major classes and subclasses. Part 2 is the main and "working" part of the manual. For each of the 90 specific categories it provides a rule about encoding and gives examples from users in research interviews. Also provided are general rules for encoding, and a concluding section. (MAS)

ED 386 208 IR 055 625

McCabe, Gerard B.
The Public Library Building and Information Services.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Library Equipment; *Library Facilities; *Library Planning; Library Services; *Public Libraries; *Telecommunications; Users (Information); Workstations
IDENTIFIERS- National Information Infrastructure

A library building consultant discusses ways in which public libraries can plan for the participation of their libraries in the National Information Infrastructure (NII). With participants ranging from schools to agencies of local government, large volumes of information will be passing through the NII network. Public libraries will be engaged in handling demands from users. Some users will make their demand for information exclusively from homes and offices, while student/teacher ratio by 24%-53%, students did not meet the Institute's entrance requirements, or students were certified for TAP in excess of tuition liability. A statistical projection of audit disallowances to the entire population resulted in a disallowance of $425,988. In addition, 16 awards totaling $11,728 were disallowed from a review of awards outside the statistical sample period, resulting in a total disallowance of $437,716. The auditor recommended that the HESC recover the amount plus interest. (KP)

ED 386 226 JC 950 414

Adams, Judith
Follow-up Report on Employers of 1993-94 Graduates, Macomb Community College.
PUB DATE- Mar 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; Employee Attitudes; *Employer Attitudes; *Employment Opportunities; Employment Patterns; Graduate Surveys; Job Performance; *Job Skills; School Effectiveness; Two Year Colleges; *Vocational Followup
IDENTIFIERS- Macomb Community College MI

Each year, Macomb Community College (MCC), in Michigan, conducts a study to determine the extent to which the training received by the previous year's graduates met the needs of area employers. Surveys were mailed to 305 employers for whom release of information forms were completed by the graduates in a November 1994 survey. Completed forms were received from 199 employers and responses were compared to findings from studies conducted over the previous 4 years. Study results included the following: (1) employers rated the overall training provided by MCC at 4.33 on a 5-point scale, with employers consistently giving a rating of over 4 points in each of the past 4 years; (2) 83% of employers rated work opportunities as good or very good, while 82% rated the 3-year outlook as good or very good; (3) 41.7% of the employers were from service industries; 25.6% were from manufacturing; 11.6% were from retail; 7.0% were from finance, insurance, and real estate; 2.5% were from transportation, communications, electric, gas, and sanitary services; 3% were from public administration; and 3.5% were unclassifiable; (4) on a 5-point scale, employers rated graduates' willingness to learn at 4.66, cooperation with co-workers at 4.62, cooperation with management at 4.58, personal initiative at 4.56, acceptance of responsibility at 4.53, attitude toward work at 4.51, and quality of work at 4.46; and (5) the lowest rated areas of graduate characteristics were communication skills at 4.16 and technical knowledge and problem solving skills at 4.11 each. (The survey instrument is appended.) (KP)

ED 386 227 JC 950 415

Hall, Charles W.
Interactive Televised Instruction: Factors To Consider.
PUB DATE- 24 Apr 95
NOTE- 10p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-25, 1995).
LANGUAGE- English

dual-credit (high school/college) instruction, revealing that the average grade point average since 1992 has been from 2.722 to 2.871 but that only 8% of dual credit students become full-time LFCC students; and (5) the use of findings in planning, evaluation, and resource allocation. The final sections provide an LFCC assessment schedule for 1995-97 and information on LFCC links with a Virginia Community College System (VCCS) restructuring plan. Appendixes include goals and measures for general education and majors assessment; survey instruments and results from off-campus and dual-credit assessments; an assessment, planning, and budgeting flowchart; and a letter of response from the VCCS. (MAB)

ED 386 244 JC 950 435

Project Success: An Examination of a Collaborative Effort in English Course Work.
PUB DATE- Sep 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College English; Community Colleges; Comparative Analysis; English Instruction; Grade Point Average; Grades (Scholastic); *Outcomes of Education; Program Effectiveness; Program Evaluation; Reading Instruction; *Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- Grossmont College CA

Project Success (PS) at California's Grossmont College provides students with concurrent enrollment in linked courses, such as College Reading and English Fundamentals, to provide an environment of complementary learning. To determine the effectiveness of the program, a study was undertaken to compare the demographics, performance, and persistence measures of 819 PS students to 9,061 non-PS students over 7 semesters from fall 1991 to fall 1994. Study findings included the following: (1) the PS group was 58.1% female and 41.9% male, compared to 52% female and 48% male for the non-PS group (control group); (2) there was a slightly higher percentage of Whites in the PS group than in the control population (63.9% vs. 59.3%) and a smaller percentage of Asians (3.8% vs. 9.2%); (3) 44.9% of PS students were under 20, compared to 37.9% of the control group; (4) over the 7 semesters, PS students completed an average of 7.50 semester units, had an average semester grade point average (GPA) of 2.59, and showed a course success rate of 68.6%, compared to non-PS students who completed an average of 6.34 semester units, had a GPA of 2.49, and had a success rate of 58.9%; (5) PS students' overall withdrawal rate was 17.5%, compared to 26.4% for the control, and PS students also showed a slightly higher overall persistence rate (66.4% vs. 57.3%); (6) transition from English Fundamentals to College Composition was 12% higher for PS students than for non-PS students; and (7) PS students who persisted to College Composition had higher success rates and lower withdrawal rates than non-PS students. (Data tables by semester are appended.) (KP)

ED 386 245 JC 950 436

Gabriner, Robert
City College of San Francisco Master Plan Update, 1994/95. A Report from the Master Plan Committee.
PUB DATE- Aug 95
NOTE- 41p.; For the April 1994 Master Plan, see ED 380 160.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Affirmative Action; College Faculty; Community Colleges; *Diversity (Institutional); Equal Opportunities (Jobs); Faculty Development; *Faculty Integration; *Faculty Recruitment; *Minority Groups; *Personnel Selection; Two Year Colleges
IDENTIFIERS- ERIC Digests

Community colleges are under pressure from internal and external forces to recruit and retain minority faculty members. According to recent studies, approximately 90% of the total faculty at two- and four-year public and private colleges are white. The highest percentage of faculty of color are employed at public four-year institutions (12.6%) and the lowest percentage at private two-year colleges (2.6%). Various strategies have been suggested for recruiting minority faculty, including the following: (1) keep an open mind about credentials and recognize the value of non-academic experiences; (2) include area minority professionals on search committees; (3) utilize minority media in recruitment campaigns; (4) recruit through business and industry partnerships; (5) include minorities on interview committees; (6) keep candidate pools open until minority applicants are found; (7) maintain dialogue and faculty exchanges with historically black colleges; (8) implement long-range programs that encourage minority and women students; and (10) diversify the entire campus. Retention strategies have also been proposed to retain minorities, including begin with a thorough orientation; promote collegiality; schedule diversity training and staff development programs; and incorporate minority faculty into decision-making and all facets of campus life. Examples of successful minority recruitment and retention programs are in place at Maricopa and California Community Colleges. (KP)

ED 386 262 PS 022 357

Smith, Becky J.
Is It Safe? Injury Prevention for Young Children. Suggestions for Teachers, Parents and Other Care Providers of Children to Age 10.
PUB DATE- 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Accidents; Child Behavior; *Child Health; Children; Class Activities; Elementary Education; First Aid; *Injuries; Learning Activities; Poisoning; Safety; *Safety Education; *School Safety; *Traffic Safety
IDENTIFIERS- *Child Safety

The United States has a higher child mortality rate than most other industrialized countries, but most childhood injuries, although called "accidents," are the result of predictable and preventable behavior. This book demonstrates how teachers, parents, and caregivers can provide and maintain safe environments while teaching children how to avoid injuries, and

This practicum identified the problem of inconsistent use of developmentally appropriate practices by staff in an early childhood center and implemented an inservice program to increase the use of activities based on individual appropriateness rather than on age alone. The solution strategy utilized a self-assessment survey of classroom practices to identify staff perceptions. Ongoing inservice training was implemented, based on the survey, observations, and consultations with staff. The inservice sessions included large- and small-group training, consultations with staff, development of individualized goals, peer support teams, and a parent education component. Evaluation results indicated an increase in developmentally appropriate practices as well as other positive changes, although the established outcome levels were not attained. One unanticipated result was that following the implementation period, fewer staff responded that children engaged primarily in self-directed and open-ended activity. (Seven appendices include the classroom practices survey form, inservice agendas and evaluation form, inservice summaries, and an annotated bibliography. Contains 66 references.) (AP)

ED 386 280   PS 023 403

Care around the Clock: Developing Child Care Resources before Nine and after Five.
PUB DATE- Apr 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Community Involvement; *Day Care; *Day Care Centers; Early Childhood Education; *Employed Parents; *Employer Supported Day Care; Family Day Care; Fringe Benefits; Program Descriptions; Working Hours
IDENTIFIERS- Access to Services; Child Care Costs; *Child Care Needs; Child Placement

This guide for parents, child care providers, employers, and community organizations profiles a range of practical approaches to making child care more available and affordable for parents who work non-standard hours. Part one describes why the issue of non-standard hours child care is becoming more important in an economy which is increasingly a 24-hour operation. It draws on a western Idaho case study to illustrate how the mismatch between work schedules and available child care services is affecting the families and employers in one community. Part two profiles a variety of models for expanding the supply of non-standard hours child care, some based in the workplace and others based on the community. The report concludes that solutions to the problem of providing quality, affordable non-standard hours child care must come from many quarters. Three appendices contain lists of contact information on profiled companies and organizations, other companies addressing non-standard hours child care needs, and other sources of information. (AP)

ED 386 281   PS 023 410

Alexander, Titus
Developing a Whole School Approach to Working with Parents: It Takes a Whole Village To Educate a Child. Guidelines for Schools in the London Borough of Waltham Forest.

ED 386 299 PS 023 520

Prohaska, Elizabeth
A Study of Experiential Education and Its Relationship to Constructivsm.
PUB DATE- 1 Aug 94
NOTE- 161p.; Master of Arts Thesis, College of Norwich University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Behaviorism; Cognitive Processes; *Concept Formation; *Constructivism (Learning); Curriculum Development; Developmental Stages; Educational Principles; Educational Strategies; Elementary Education; Elementary School Students; *Experiential Learning; Fundamental Concepts; *Instructional Effectiveness; *Learning Processes; Piagetian Theory; Prior Learning; Science Instruction; *Student Characteristics; Thinking Skills
IDENTIFIERS- Conceptual Frameworks; Piaget (Jean)

This paper explores the significance of experiential learning in promoting scholarship from a constructivist point of view. Chapter 1 examines the historical perspectives and educational theories that form the basis to experiential education. Chapter 2 explores the work of Jean Piaget, giving a description and explanation of his theories and how his theories relate to experiential education. Chapter 3 discusses the differences between Piagetian assessment methods and behavioralist assessment methods. In chapter 4, a description of the Master's Thesis project is provided along with a discussion on set up, materials involved, and methods and tasks used with 6 children ranging in age from 5 to 12 years old. Chapters 5 and 6 discuss how the use of the clinical method can improve understanding of children's construction of their own knowledge and how those findings can be used to help improve science curriculum. Chapter 7 highlights the need for experiential learning and constructivism to be taken into consideration in curriculum development in order to meet the developmental and intellectual needs of children. The final chapter discusses the importance of the community in learning, and the relationships of the people involved. Contains 88 references. (AA)

ED 386 300 PS 023 522

Larson, Reed; Richards, Maryse H.
Divergent Realities: The Emotional Lives of Mothers, Fathers, and Adolescents.
PUB DATE- 94
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Affective Behavior; Elementary Secondary Education; *Emotional Adjustment; Emotional Response; *Family Environment; *Family Life; Family Problems; Family Role; Interpersonal Relationship; Life Events; Nuclear Family; *Parent Child Relationship; Parent Role; *Parents
IDENTIFIERS- Experience Sampling Method; Vignettes

Detailing experiences of real families, this book attempts to capture the emotional drama inherent in daily family life. The study that preceded the book involved 55 mostly white, middle- and working-class Chicago-area families who reported on random, everyday moments in their families' lives. The experience

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Committees; *Family Programs; *Federal Government; *Federal Programs; Federal State Relationship; Government Role; Poverty Programs; Program Descriptions; *Program Effectiveness; *Social Action
IDENTIFIERS- *Congress; *Executive Branch (Federal Government)

This report provides a detailed examination of the various federal programs for children and families and outlines ways in which the United States Congress and Executive Branch could make these programs work better. Intricate and often overlapping goals and actions are typical of the Congressional committees and Executive Branch departments that create and administer programs for families and children. These include 76 programs with individual fiscal 1993 funding levels of greater than $100 million. Responsibility for these programs is spread among 19 Congressional committees, 33 Congressional subcommittees, 10 Executive Branch departments, the Office of Personnel Management, and 25 assistant-secretary-level agencies within departments. Calling for specific changes within Congress and the Executive Branch, the report calls for the creation of cabinet-level family council, to facilitate increased efficiency and effectiveness. Six appendixes provided information on state efforts to coordinate programs for children and families, as well as information on the relationships among Congressional and Executive Branch programs and responsibilities in regard to children and families. (MDM)

ED 386 317 PS 023 561

Chandler, Phyllis
Improving Black Students' Self Esteem, Self Confidence, and Pride through Parental Participation, Teacher and Student Education.
PUB DATE- 95
NOTE- 58p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Culture; *Black Students; *Cultural Awareness; Elementary School Students; Grade 6; Intermediate Grades; Parent Participation; Peer Relationship; *School Attitudes; *Self Esteem; Socioeconomic Influences; Teacher Attitudes; Teacher Workshops

This practicum was designed to improve the self-esteem and self-confidence of black, largely lower-class sixth-graders at a middle school in a predominantly white, middle-class neighborhood. Students were exposed to multicultural resources, including works of literature by and about African-Americans. A cultural awareness workshop for teachers was also held. Parent participation and involvement was encouraged through weekly telephone conversations and two parent-teacher conferences. Black role models from the local community were brought in to serve as guest speakers. Various classroom activities were undertaken to promote teamwork, cooperation, and cultural awareness among the black, white, Asian, and Hispanic students. A posttest survey of students and teachers found that 24 of the 25 black students in the experimental group said that they liked school, 20 of the 25 said that they felt comfortable in the school, and 17 reported feeling a sense of belonging. The five teachers involved all reported that the self-esteem and self-confidence of the black students had increased. Three appendices provide copies of the student and teacher surveys.

*Consumer Education; *Consumer Protection; *Federal Programs; *Food Standards; Nutrition; *Public Policy; Quality Control; Research and Development; Retailing; Welfare Services
IDENTIFIERS- *Agricultural Policy; Public Policy Education

Assurance of an adequate and safe supply of food at a reasonable price is consumers' primary stake in the outcome of 1995 farm bill deliberations and related food and agricultural policies. Farm programs have provided an economically stable environment wherein farmers produce an abundance of food. The declining portion of household budgets required to purchase food has fueled the economic growth of the nation itself, transferring expenditures to durable goods, health care, and high technology. Food assistance programs are more than half of all expenditures on food and farm programs. In Congress the coalition wherein urban legislators supported rural farm programs in exchange for urban food program support is collapsing. The cost of food commodities is less than 24 percent of the cost of food. The system is no longer producer driven; retailers have supplanted farmers in the industrialization of agriculture. This fundamental transition demands changes in public policies and institutions to protect and inform consumers. Three policy areas of particular concern to consumers are food safety (quality and regulation), nutritional knowledge and information, and public research and product development. Contains nine references. (JAT)

ED 386 337 RC 020 075

Hobbs, Daryl
Human Capital: The Issues, Enablers and Blocks in Institutional Change.
PUB DATE- Jan 95
NOTE- 18p.; In: Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Development; *Educational Change; Educational Objectives; *Educational Policy; *Education Work Relationship; Elementary Secondary Education; Holistic Approach; *Human Capital; Labor Supply; Misconceptions; Policy Formation; Productivity; Public Education; Relevance (Education)
IDENTIFIERS- *Barriers to Change; *Public Policy Education

In the last decade, unprecedented rates of job growth and improvements in adult education were accompanied by increased numbers of children living below the poverty line and a decline in real income for most families. There are several possible explanations: (1) a kind of job growth that produces disincentives for a significant number of people to invest in human capital; (2) an excessively narrow public and political definition of human capital and, therefore, less-than-optimal human capital investments; and (3) the absence of a mutually reinforcing "mix" of institutions (policies) that would provide greater incentives for public and private human capital investments and produce a greater return on investments made. This paper suggests that narrow policy definitions of human capital (as educational attainment) and institutional change (as school reform) are barriers to necessary human capital production. Public policy education can contribute to human capital production by providing the relatively accessible must have opportunities and reasons to recover their language and culture. Community-based language and literacy programs in Coral Harbour (Inuktitut), Hay River Reserve (Slavey), Lutsel K'e (Chipewyan Dene), and Rae-Edzo (Dogrib Dene) illustrate factors contributing to success or failure of such programs. Finally, flourishing languages must adapt to new circumstances and technologies. With this in mind, the territorial literacy office has initiated a series of workshops to develop writers and encourage development of a Northern Aboriginal-languages literature. (SV)

ED 386 354 RC 020 246

Dionne, Hughes; Horth, Raynald
Challenges of Literacy & Development in Rural Quebec. Chapter 17.
PUB DATE- 94
NOTE- 21p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Community Action; Community Development; *Consciousness Raising; Foreign Countries; Functional Literacy; Identification (Psychology); *Literacy Education; Rural Areas; *Rural Development; Rural Education; *Small Towns
IDENTIFIERS- Community Viability; Empowerment; Popular Education; *Quebec; Sense of Community

Nearly half of Quebec's municipalities have fewer than 800 inhabitants and are struggling with conditions of economic decline, outmigration of youth, and political marginalization. In 1991, a regional coalition called Coalition Urgence Rurale was formed in the Lower Saint Lawrence area to support initiatives that promote community empowerment, maintain community services (including schools), and enhance rural identity. The movement aims to develop a social agenda based on a contemporary redefinition of rurality. The rapid collapse of rural social and cultural structures and their replacement with a national technocratic system of production and consumption has meant that villagers are losing mastery and knowledge of the tools they need for local development. Individuals are becoming functionally illiterate in the sense of losing all social and cultural guideposts to the system in which they live. Local chapters of the coalition use consciousness-raising strategies and community educational activities to bolster developmental actions and strengthen often marginalized local identities. In the village of Saint Paul de la Croix, literacy education used the project method and the collective life stories approach. Participants regularly discussed topics related to local history, community life, and future possibilities. The discussions became the basis for a book that covered all discussion topics and expressed participants' pride, identity, and determination to stay in their community. By publicizing its discussions, the group helped to expand the village's growing sense of community. The renewal of rural communities and of basic education is bound up with reinventing social ties and human relationships to the land. (Contains 21 references and notes.) (SV)

ED 386 355 RC 020 247

Velasquez, Loida C.
Migrant & Seasonal Farmworkers: An Invisible Population. Chapter

registration, sign-in, and recognition; volunteer brochures; tips for volunteers, teachers, and making presentations; typical science and technology topics; thinking and learning characteristics of young people; teacher request/volunteer job description; and evaluation by volunteers and teachers. (JRH)

ED 386 372 SE 056 306

Dickie, Leslie
Approach to Learning and Assessment in Physics.
SPONS. AGENCY- Quebec Dept. of Higher Education and Science, Quebec.
PUB DATE- 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Electricity; Evaluation; Foreign Countries; Higher Education; Mechanics (Physics); Optics; *Physics; Questionnaires; Science Instruction
IDENTIFIERS- Canada; *Science Achievement

The objectives of this exploratory study were to determine: (1) the approach to learning of physics students (N=142) at John Abbott College (Quebec, Canada) as determined by the Study Process Questionnaire; (2) the intellectual demands of quizzes, tests, and final exams in physics using a scheme derived from Bloom's taxonomy; and (3) the relationships between the approach to learning, the intellectual demands of assessment, and the performance of the students. The findings show that most incoming physics students approach physics with the intention of memorizing formulae rather than understanding concepts. They adopt surface or surface-achieving approaches. In examining the intellectual demands of the quizzes, tests and final examinations it was found that the majority (70%) of items required routine problem solving, while 28% required comprehension. The grade assigned to items requiring comprehension increased from Mechanics 101 (19%) to Electricity and Magnetism 201 (28%) to Waves and Optics 301 (32%). This approach to learning adopted by students was found to be related to the intellectual demands of the examinations, to the students' performances on the final examination, and to their prior knowledge of the concept of force. (Author/JRH)

ED 386 373 SE 056 340

Karian, Michael E.
Curriculum and Instructional Design for the Integration of Environmental Education.
PUB DATE- Dec 94
NOTE- 25p.; Paper presented at the American Vocational Association Conference, Technology Education Division (Dallas, TX, December 9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Environmental Education; *Instructional Design; *Integrated Curriculum; *Task Analysis; Technology Education

This paper provides a starting point for the systematic design of instruction to integrate environmental education content curricula-wide. In order to facilitate the integration of environmental education into technology programs in particular, the paper addresses each of the following associated issues:

ED 386 395 SO 024 882

Schlesinger, Arthur M., Jr.
The Disuniting of America.
PUB DATE- 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; Ethnic Studies; Higher Education; *History; History Instruction; *Multicultural Education; Social Studies; Western Civilization

Considering what it means to be a citizen, this book examines the effects of greater ethnic awareness on U.S. education. The book agrees that the upsurge in ethnic awareness has had some healthy consequences, but fears that concentrating too much on the differences among people poses the danger of fragmenting society. Instead of a transformative nation with an identity all its own, America increasingly sees itself as a preservative of diverse alien identities. The multi-ethnic dogma abandons historic purposes, replacing assimilation by fragmentation, integration by separation. In no arena is the rejection of an overriding national identity more crucial than in our system of education. The debate about curriculum is a debate about what it means to be an American. The volume questions whether the purpose of teaching history and literature is to raise the self-esteem of minority groups rather than to teach an accurate feel good about themselves rather than to teach an accurate understanding of the world and to protect the unifying ideals of tolerance, democracy, and human rights. (RJC)

ED 386 396 SO 024 997

Vienna in the Early Twentieth Century: The Cultural Response to Modernization. Curriculum Units, NEH Institute, Summer 1993.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 93
NOTE- 253p.; Page 120 is cropped. Illustrations may not copy well.
LANGUAGE- German; English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Ethnic Studies; Foreign Countries; *German; Instructional Materials; Integrated Curriculum; *Interdisciplinary Approach; Modern Language Curriculum; Secondary Education; Secondary School Curriculum; Social Studies; *Western Civilization; World Affairs; *World History
IDENTIFIERS- Austria (Vienna)

These curriculum units were developed by participants in the National Endowment for the Humanities seminar at the University of Oregon in 1993. The lessons include: (1) "Schule, Freunde, Liebe: Wien um die Jahrhundertwende (School, Friends, Love: Vienna at the Turn of the Century)" (Linda Hansen; Glenn Tetterton-Opheim); (2) "Kultur in Wien um die Jahrhundertwende (Culture in Vienna at the Turn of the Century)" (Heidi Galer; Jane MacIntrye; Katja Tunger); (3) "Anti-semitism in Turn of the Century Vienna and Prejudice against Minorities in America: A Search for Understanding" (Jennifer Lusk; Joy Minns; Jeanette Selman); (4) "A Cultural Sampler: Literature, Art and Music in Turn-of-the-Century Vienna" (Christa Siegel); (5) "Wien 1893 that would lead to health literacy. Six attachments provide: a list of members of the joint committee; a timeline of events; an essay on making time in the school day for health instruction; joint statement on education and health from the Secretaries of Education and Health and Human Services; a glossary of terms; and a reference list of key documents. (ND)

ED 386 419 SP 036 145

Loughran, John
Windows into the Thinking of an Experienced Teacher: Exploring the Influence of Spontaneous "Talk Aloud" in Practice.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Style; Elementary Secondary Education; Foreign Countries; Higher Education; Literature Reviews; Models; Preservice Teacher Education; *Reflective Teaching; *Student Teachers; *Teacher Education Programs; Teaching Experience
IDENTIFIERS- Australia; *Reflection Process; *Reflective Practice; Reflective Thinking

Reflection is a commonly used term in teacher education. Its meaning and use, however, varies from person to person and from program to program. Despite these variations, there is agreement that the goal of preparing reflective practitioners is a worthwhile endeavor in teacher education. The purpose of reflecting is to untangle a problem, or to make sense of a puzzling situation; reflection involves working toward a better understanding of the problem and ways of solving it. The first half of this paper is an extensive literature review on reflection in teacher education. The second half of the paper explores a conceptual framework constructed in the belief that if reflection on action is to be understood and valued by student-teachers, then it cannot be presented as an isolated event or process, but must be an integral component in the curriculum. The framework is illustrated by a case study designed to explore the relationship between the modeling of reflective practice and its development in and use by student teachers, and to demonstrate the effect this modeling has on one student teacher. The study indicates that three distinct periods of thinking occur--before, during, and after the lesson. During these periods there are opportunities for anticipatory, contemporaneous, and retrospective reflection. (Contains 25 references.) (ND)

ED 386 420 SP 036 149

Loughran, John
Practicing What I Preach: Modelling Reflective Practice to Student Teachers.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

principles for a new approach to professional development and identifies topics for further discussion. While the immediate aim of these efforts is to increase public attention on this issue, the ultimate goal is to design new systems of professional development that will help realize the vision of educational excellence embraced by the Governors. The appendix provides a list of names and addresses of participants in the NGA working meeting on professional development. (ND)

ED 386 436 SP 036 185

Ferrara, Steven; And Others
Ways in Which Teachers Communicate Learning Targets, Criteria, and Standards for Performance to Their Students.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *Classroom Communication; Elementary School Teachers; Elementary Secondary Education; *Evaluation Criteria; Informal Assessment; Peer Evaluation; Secondary School Teachers; Self Evaluation (Individuals); *Student Evaluation; *Teacher Effectiveness; *Teacher Expectations of Students; Teaching Skills
IDENTIFIERS- *Maryland; Performance Based Evaluation; Performance Based Objectives; *Performance Indicators; Student Evaluation of Achievement

This study was undertaken to describe ways in which "performance oriented" teachers in Maryland communicate learning targets, elements of quality, and standards for performance to their students. Surveys were distributed to approximately 90 participants at the annual meeting of the Maryland Assessment Consortium and to 72 scoring team leaders in the operational scoring project for the 1994 Maryland School Performance Assessment Program. Of these, 48 surveys were selected for scoring and 20 were selected as a coding validity check set. Data analysis indicated that most teachers communicate to students what they expect them to learn orally, in writing, or in classroom displays. However, they do not involve students directly in evaluation and in developing evaluative criteria on a regular basis. Also, teachers do not make distinctions among self, peer, and group assessment, and between applying pre-established criteria and generating criteria. Findings suggest that teacher training should focus on ways and means to communicate performance targets, elements of quality, and standards for performance in order to improve classroom assessment practices. For example, although these teachers reported that they communicate to students what they should know and be able to do, responses suggest that they communicate primarily traditional instructional objectives in traditional ways, and are more comfortable with providing scoring criteria to students rather than involving students in developing criteria and selecting model responses. (ND)

ED 386 437 SP 036 187

Garcia, Teresa; Pintrich, Paul R.
The Role of Possible Selves in Adolescents' Perceived Competence and Self-Regulation.
PUB DATE- Apr 95

ED 386 453 SP 036 215

Cortez, Suzanne E.

The Challenge of Reform: How Are Kentucky Teachers Changing Their Roles and Perceptions?

PUB DATE- Nov 94

NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-11, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Change; Educational Trends; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *Portfolio Assessment; *Program Effectiveness; Secondary School Students; Secondary School Teachers; *Student Improvement; *Student Participation; *Teacher Attitudes

IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990; Reform Efforts

In order to examine trends in educational reform in Kentucky, two studies of student portfolio evaluations as perceived by Kentucky teachers were described and compared. Under the Kentucky Educational Reform Act, student portfolios can serve as a basis for official evaluation of school performance. The first study, conducted in the fall and spring of the 1992-93 school year was based on surveys conducted by School of Education undergraduates with 260 teachers, most of whom taught fourth, eighth, or twelfth grades. The follow-up study, conducted in the fall of 1993, addressed changes in teachers' opinions and uses of the portfolio projects. Comparison found that all desired more training and opportunities to share experiences in structuring time and integrating portfolios into classroom work generally; that many listed the usefulness of portfolios in programs for parent conferences; that teachers most often wanted more training in how to manage and organize the development of portfolios; that teachers saw growing student interest and competence in the classroom as they assumed ownership of their own work; that students became well motivated to add to their portfolio collections as they saw their own work and the work of their classmates improving; and that student interactions improved at all levels. Appendixes contain study instruments and examples of teachers' responses. (Contains 16 references.) (JB)

ED 386 454 SP 036 216

Goodson, Ivor

Storying the Self: Life Politics and the Study of the Teacher's Life and Work.

PUB DATE- 27 Apr 95

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Change; *Educational Trends; Elementary Secondary Education; Futures (of Society); Higher Education; *Personal Narratives; Preservice Teacher Education; *Self

Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; High Schools; *High School Students; *Item Bias; *Minority Groups; *Predictive Validity; *Test Construction; Test Items; Verbal Tests
IDENTIFIERS- Mantel Haenszel Procedure; *Scholastic Aptitude Test

Based on initial Scholastic Aptitude Test (SAT) Verbal pretest data and hypotheses advanced in the research literature, 7 sentence completion and 16 analogy items with extreme levels of differential item functioning (DIF) were selected and then systematically revised and re-administered in an attempt to reduce or eliminate DIF. The apparent success of the effort makes similar attempts worth continuing. The particular terminology used in stems and keys, rather than the underlying skill being measured, seemed to be a recurring source of DIF in the SAT-Verbal items. Larger sample sizes, especially for minority focal groups, would help to stabilize the DIF categories used by Educational Testing Service (ETS) test developers. In addition, because the ETS delta metric is unbounded at the extremes, the use of both the Standardization (p-metric) and Mantel-Haenszel (delta-metric) methodologies is recommended for classifying the level of DIF for very easy and very difficult items. Further research is suggested to study the possible relationship between DIF and predictive validity. Nine tables and four figures present analysis results. An appendix summarizes DIF hypotheses. (Contains 26 references.) (Author/SLD)

ED 386 474 TM 024 028

Bennett, Randy Elliot; And Others
Fitting New Measurement Models to GRE General Test Constructed-Response Item Data. GRE Board Professional Report No. 89-11P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Dec 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algebra; College Entrance Examinations; *College Students; *Constructed Response; Error Patterns; *Goodness of Fit; Higher Education; *Item Response Theory; *Measurement Techniques; Models; Scoring; Test Construction; Word Problems (Mathematics)
IDENTIFIERS- *Graduate Record Examinations; *Partial Credit Model

This exploratory study applied two new cognitively sensitive measurement models to constructed-response quantitative data. The models, intended to produce qualitative characteristics of examinee performance, were fitted to algebra word problem solutions produced by 285 examinees taking the Graduate Record Examinations (GRE) General Test. The two types of response data modeled, error diagnoses and partial-credit scores, were produced by an expert system. Error diagnosis, analyzed using K. Yamamoto's (1989) Hybrid model, detected a class of examinees who tended to miss important pieces of the problem solution, but made relatively few errors of other types. Comparisons with matched examinees whose response patterns were better captured by the unidimensional item response theory model suggested subtle differences in error frequency rather than sharp qualitative distinctions. In contrast with the error data, partial-credit scores modeled using D. A. Rock's Hierarchically Ordered Skills Test (Rock and J. Pollack, 1987) procedure did not fit well, in part owing to limitations of the task theory being tested. Implications for the development of refined task and error theories, improvements to expert-system of reaching difficult items that appear earlier in a test, at the expense of not reaching easier items that appear later in a test. The study focused on Scholastic Aptitude Test (SAT) and Graduate Management Admissions Test (GMAT) data and examined the effect for females, Asian Americans, Blacks, and Hispanics. The impact of differential test speededness on subgroup differences in test scores was found to be minimal for SAT Mathematical and GMAT Quantitative tests. However, there appears to be a relationship between the presence of differential speededness on the SAT Verbal test and subgroup differences in test performance; after matching on total score, Black and Hispanic examinees receive credit for more difficult sets of items in the SAT Verbal test, relative to White examinees. Due to smaller sample sizes, findings for the GMAT Verbal tests were not as clear-cut as the findings for the SAT Verbal tests. This research attempted to provide a technique for assessing the circumstances under which the effect of test speededness has a differential effect on the performance of subgroups, when differences in ability are taken into consideration. Results of this study cannot predict how examinees would have performed with a shorter test or more liberal time limits, because test strategies might have been different under those conditions. Eighteen tables and 24 figures present analysis data. (Contains 8 references.) (Author/SLD)

ED 386 495   TM 024 069

Biennial Evaluation Report. Fiscal Years 1993-1994.
PUB DATE- 95
NOTE- 761p.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Education; Compensatory Education; Educational Finance; Educational Improvement; Educational Innovation; Educational Policy; Educational Practices; *Educational Research; *Elementary Secondary Education; Federal Government; *Federal Programs; *Financial Support; Higher Education; Outcomes of Education; Program Descriptions; *Program Evaluation; Vocational Education
IDENTIFIERS- Educational Indicators; Education Consolidation Improvement Act Chapter 1; Office of Educational Research and Improvement

This biennial report is the 22nd report to the Congress on federally funded education programs and the 13th such report submitted by the Department of Education in fulfillment of a Congressional mandate. For FY 1993-94, there is information on 154 programs administered by the Department. Programs are grouped according to the administering office of the Department of Education: Office of Elementary and Secondary Education, Office of Bilingual Education and Minority Languages Affairs, Office of Special Education and Rehabilitative Services, Office of Vocational and Adult Education, Office of Postsecondary Education, and Office of Educational Research and Improvement. Available information is presented on the purpose, funding, target population, services, administration, effectiveness, management improvement strategies, and sources of information for those programs. Planned studies are briefly outlined. Overviews of postsecondary education, vocational and adult education discuss the purposes, funding, governance, services, and outcomes of the Department's major programs in these areas. Chapters describing programs have a subsection on performance to discuss the scope and methodology of this report on teenage mothers. Appendix II provides a list of major contributors to the report. A glossary of terms is provided. (Contains five references and a list of three related GAO products.) (SLD)

ED 386 514 UD 030 580

Rivera-Batiz, Francisco L.
The Impact of Vocational Education on Racial and Ethnic Minorities. ERIC/CUE Digest, Number 108.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; Dropouts; *Employment Opportunities; *Ethnic Groups; High School Equivalency Programs; *High School Graduates; High Schools; Income; *Minority Groups; National Surveys; Outcomes of Education; Program Effectiveness; *Racial Differences; *Vocational Education; Wages
IDENTIFIERS- ERIC Digests; Job Training Partnership Act 1982; National Adult Literacy Survey (NCES); Workplace Literacy

This digest analyzes information from two recently completed national surveys to determine the extent to which various vocational education programs improve employment opportunities in the United States. The impact of a General Educational Development (GED) certificate on workers' wages is also analyzed. Data are from the 1992 National Adult Literacy Survey (NALS) and the 1991 Workplace Literacy Assessment Survey. NALS sampled 14,900 persons aged 16 and older, with oversampling of African Americans and Hispanic Americans. The Workplace Literacy survey profiled and assessed approximately 8,000 persons enrolled in Job Training Partnership Act programs. Graduates of high schools with a vocational focus generally earn substantially less than persons who attend high schools with a college preparatory or general academic focus. The lower earnings of these graduates have a disproportionate effect on the earning of minority populations, since minorities are overrepresented in vocational education. Survey results indicate that dropouts who obtain a GED generally have higher wages than dropouts who do not. (Contains 4 references.) (SLD)

ED 386 515 UD 030 581

Schwartz, Wendy
School Dropouts: New Information about an Old Problem. ERIC/CUE Digest, Number 109.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Definitions; *Disadvantaged Youth; Dropout Rate; Dropout Research; *Dropouts; Educational Trends; Expectation; High Risk Students; High Schools; *High School Students; National Surveys; *Student Attrition; Student Characteristics; Urban Schools; *Urban Youth; Wages
IDENTIFIERS- ERIC Digests

Much of the debate over interactive television has focused on immediate push-button access to a wide range of high quality, full motion video programs. Public broadcasters need to position themselves for the coming age of digital transmission; they can do this by concentrating on transition services that offer increased interaction with less risk than do the most complex and high bandwidth on-demand services. While the total vision of interactive television is still some years away, the delivery of data services along with television programs is not a new idea. Audio-subcarrier and various vertical blanking interval (VBI) text services using closed captioning decoders have been tested. Although they were discarded for the most part, datacasting is beginning to make a comeback as decoding devices are becoming affordable. Two commercial projects, StarSight Telecast and the Interactive Network, illustrate services possible now with low-cost datacasters in the home. Spread-spectrum digital radio will soon offer an alternative upstream response channel for future interactive applications. Coupling this with a datacast channel and receiving devices of sufficient memory can mimic a direct online connection. Stations should be considering what they can deliver when datacasting really takes off. Two figures illustrate the discussion. (SLD)

ED 386 148 IR 017 264

Giovannoni, David
Can Public Radio Replace Federal Funds with Audience-Sensitive Income? Info. Packets No. 16.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- May 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Response; *Budgeting; Change Agents; *Federal Aid; *Financial Support; Grants; Income; Models; *Programming (Broadcast); *Retrenchment
IDENTIFIERS- Cutback Management; *Public Radio

Public radio can survive cutbacks in federal subsidies, but only if these funds are reduced no more rapidly than public radio can replace them with newly-generated audience-sensitive revenues (listener support and underwriting). A model developed in this analysis suggests a three-to-five year "glide path" to zero federal support. Public radio has been moving away from a subsidized economy toward a user-based economy for 15 years. Direct reliance on listeners and underwriting has caused certain changes in the very nature of the medium. Cutbacks in federal subsidies will accelerate changes already well underway. Certain vestigial privileges and mandates inherent in a subsidized economy are being displaced by the responsibilities and imperatives of a user-based economy. Meeting these responsibilities requires that public radio preserve the assets and enhance the endeavors that make it the valued public service that it is. Now more than ever it must serve significant audiences with significant programming--programming that is worth listening to and worth supporting. (Contains 8 graphs.) (Author)

ED 386 149 IR 017 266

Bosch, Andrea; Crespo, Cecilia
Jugando en el Pidi: Active Learning, Early Child Development and

hypermedia computing are discussed. The fourth section focuses on the end user and covers the strategic use of hypermedia and multimedia, systematic evaluation procedures for interactive multimedia, implementing multimedia-based learning, using multimedia to help students learn knowledge acquisition, and the potential for multimedia in education. A glossary, index, and author biographies are provided. (AEF)

ED 386 167 IR 017 295

Friel, Debra; And Others
Learning with Technology: Merging onto the Information Highway. Guidebook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 30p.; A guidebook intended to accompany a videotape (not included here).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Computer Networks; Computer Uses in Education; Cooperative Learning; Educational Technology; Elementary Secondary Education; Equal Education; *Financial Support; *Information Networks; Planning; *Staff Development
IDENTIFIERS- Equal Access; *Internet

The Internet, a major component of the information superhighway, has great promise for enhancing the capacity of schools to meet new learning and teaching requirements. In the first part of the video, the following six stories are presented showing students engaged in authentic tasks and collaborative learning with students and professionals around the world: (1) Madison Middle School 2000 in Madison, Wisconsin; (2) North Knox High School in Bicknell, Indiana; (3) Indianapolis Zoo in Indianapolis, Indiana; (4) Kelly High School in Chicago, Illinois, and its partnership with AT&T/Bell Labs in Naperville, Illinois, and Argonnne National Laboratory in Argonne, Illinois; (5) Model High School in Bloomfield Hills, Michigan; and (6) Steele Elementary School in Harrisburg, Pennsylvania. In the second part of the video, instructions are provided on getting started using the Internet in the classroom. First, two service providers explain the different options and requirements that need to be considered in order to gain access to the Internet. Second, possible ways to fund Internet plans are outlined. Third, staff development and its role in the success of integrating the Internet into the school or district is discussed. Finally, the issue of equity is explored--the need for all students to have access to the resources of the Internet. A bibliography lists 16 related resource books. A glossary of terms is included. (MAS)

ED 386 168 IR 017 296

Donohue, Sue; Herres, Lorelei
Cyber-Seniors: Planning Computer Courses for Older Adults.
PUB DATE- 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

Provide Louisianians with Library and Information Services Adequate to Their Needs 1996-2000.
PUB DATE- 95
NOTE- 96p.; For 1995-99 report, see ED 374 809.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Library Development; *Library Planning; *Library Services; Long Range Planning; Organizational Objectives; *Public Libraries; State Programs; Users (Information)
IDENTIFIERS- Library Services and Construction Act; *Louisiana

This document provides the 5-year (1996-2000) library plan for public libraries in Louisiana. It identifies specific inadequacies in public library services, resources, facilities, and personnel. It identifies the people who are to be served, and reveals the geographical, sociological, economic, and educational barriers to the expanded use of libraries. Finally, it presents specific goals and objectives as part of an overall plan to overcome both inadequacies and barriers. The activities of the State Library of Louisiana and its administration of Library Service and Construction Act (LSCA) funds are described, and the focus is on the challenge of improving library service to all citizens in the state. The 5-year program for the improvement of library service in Louisiana is not static; rather it represents an ongoing process of evaluation, alteration, and refinement. The long-range program includes: (1) an assessment of the general population and environments of Louisiana with corresponding library service needs; (2) an assessment of the status and library needs of special populations identified in LSCA legislation including the disadvantaged, institutionalized, blind and physically handicapped, illiterate, and persons with limited-English speaking ability; (3) an assessment of major library programs throughout the state including criteria of adequacy, status, and needs; and (4) a plan of action with measurable objectives to meet identified needs over the next 5 years. Appendices include the Louisiana State Library organization chart, maps, LSCA State Advisory Council on Libraries, and LSCA criteria, priorities, procedures, and policies. (Author/MAS)

ED 386 189 IR 055 601

Neubarth, Michael, Ed.
The Internet in Education.
PUB DATE- Oct 95
NOTE- 128p.; Several articles covered individually in CIJE, see IR 531 430-438.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Information; *Computer Uses in Education; Educational Technology; *Elementary Secondary Education; *Higher Education; Hypermedia; Information Services; Information Sources; Instructional Materials; Interviews; Lesson Plans; Technological Advancement; Textbooks; Universities
IDENTIFIERS- *Internet; *Role of Technology; World Wide Web

This special theme issue of "Internet World" contains 10 articles on the role of the Internet in education. The articles are: "Internet Cum Laude" (Eric C. Richardson)--technological developments in college and university services; "Campus Connections" (Michael A. Arnzen)--guidelines for taking full advantage of on-campus access; "Major Links" (Tona Henderson)--information sources for six different college majors; "Electric others will continue to visit the library, possibly in increasing numbers. Public libraries will need far more power and telecommunications capability that ever before. The guide distinguishes between libraries less than 30,000 square feet in size and those of larger size, and discusses related concerns. Outreach services and more space requirements for staff functions are also addressed. For the larger library, employing a telecommunications consultant is recommended. This is especially important for the headquarters or central library which may be supporting several branches or affiliated libraries. Cautions are expressed against under-planning staff and public workspace. In conclusion, erring on the side of growth is proposed when planning space for both public and staff. (Contains four references.) (MAS)

ED 386 209 IR 055 647

Firestone, Charles M., Ed.; Schement, Jorge Reina, Ed.
Toward an Information Bill of Rights and Responsibilities.
PUB DATE- 95
NOTE- 143p.; Project made possible by a grant from the John and Mary R. Markle Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Civil Liberties; Communication (Thought Transfer); Copyrights; *Democratic Values; *Information Systems; Intellectual Property; Privacy; *Responsibility
IDENTIFIERS- Bill of Rights; Information Age; Information Society

This book is an attempt to express rudimentary "first principles" in the application of democratic values to some of the most pressing issues inherent in the advent of a new information society. Its purpose is not to advance any particular political slant, but rather, to incorporate a balance of democratic values--libertarian, communitarian, egalitarian, and belief in market solutions--to the topics of: (1) the process of communication; (2) issues of privacy; and (3) information as property. The principles enunciated in this volume seek to identify responsibilities of governments, of individuals, and of corporate citizens to balance the American Bill of Rights. Following an introduction to rights, responsibilities, and the nature of information, and presentation of the Information Bill of Rights and Responsibilities with commentary, the background papers are: "Communication Rights" (Terry Curtis and Jorge Reina Schement); "Comments Regarding 'Communication Rights'" (Thomas Freebairn); "Privacy Rights and Responsibilities in the Next Era of the Information Age" (Alan F. Westin); "The Role of Theory in the Policy Process" (Oscar H. Gandy, Jr.); "Forging a Wider Consensus: Property Rights in Electronic Information Systems" (Donna A. Demac); and "Continuity, Contract, and Government Copyright: A Response to Donna Demac's Paper on Property Rights in Electronic Information Systems" (Steven J. Metalitz). Two appendices provide a list of conference participants and the text only of the Information Bill of Rights and Responsibilities. (MAS)

ED 386 210 IR 055 648

Woodsworth, Anne; Williams, James F., II
Managing the Economics of Owning, Leasing and Contracting Out Information Services.
PUB DATE- 93
NOTE- 204p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audio Equipment; *Closed Circuit Television; Community Colleges; *Distance Education; *Educational Television; *Interactive Television; *Program Costs; Program Development; Program Improvement; *Technological Advancement; Telecourses; Two Year Colleges; Video Equipment

For the first 2 years of operation, the Instructional Television Services (ITS) at Mohave Community College, in Arizona, operated in a very traditional manner, utilizing two cameras and an operator at each site. To increase the efficiency of the television services, surveillance cameras were installed at sites and were operated from the district switchboard, eliminating the need for on site camera operators and saving the program over $400,000 in the ensuing 10 years. Currently, the ITS program runs approximately 6 days a week from 8:00 am to 10:00 pm. Other features of the reconfigured program include the following: (1) there are now four cameras at each site, covering the corner, back of room, overhead, and a desk camera showing instructor's examples; (2) the old permanently-on microphones have been replaced by push-to-activate mikes, reducing ambient noise; (3) wiring is in channels under the tables to discourage vandalism; (4) ceiling microphones have been installed to monitor classroom activities; (5) to facilitate communications between the district and sites, a courier service is in operation and the microwave system carries three telephone lines, two data lines, and one signal line to each site plus the audio and video signals for the ITS system; and (6) for security, tests and handouts are placed in special colored envelopes signed by faculty and all examinations are videotaped. The initial system was implemented in 1983-84 for $300,000, while this new phase cost $1.3 million. (KP)

ED 386 228 JC 950 416

Rancho Santiago Community College Counseling Program: Objective Free Accountability Model.
PUB DATE- Apr 92
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; *Community Colleges; *Counseling Objectives; *Counseling Services; *Educational Objectives; Educational Philosophy; Individual Counseling; Models; Outcomes of Education; *Program Development; Program Evaluation; Two Year Colleges
IDENTIFIERS- Rancho Santiago Community College District CA

Providing descriptions of program goals and procedures as well as sample materials, this document describes a counseling services program development model implemented at California's Rancho Santiago Community College (RSCC). Sections 1 and 2 describe the development of the program by RSCC's Counseling Department and provide a list of counselors. Section 3 describes the philosophy of the Counseling Department, while sections 4 and 5 provide an outline and chart of the objective free model, including the following steps: program- and student-based needs assessment; departmental philosophy development; the development of goals by educational, career, and personal/social domains; the development of program goals based

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Master Plans; *Organizational Objectives; Planning Commissions; Program Evaluation; Program Improvement; *Strategic Planning; Success; Two Year Colleges

In fall 1993, the Master Plan Committee was established at the City College of San Francisco to develop priorities for the college. The committee developed a comprehensive long-range master plan for the 1994-99 period, proposing 25 planning goals and 112 institutional objectives. This report provides results from an assessment of progress made toward these goals conducted in 1994-95 which indicated that the large number of goals and objectives made it difficult to maintain strategic priorities. Introductory materials indicate that the Committee decided to consolidate the original 137 goals and objectives into 19 goals. Next, the following 19 revised goals are presented with accompanying strategies: (1) refine and develop new workforce education and training programs for the 21st century San Francisco (California) Bay Area workforce; (2) increase the transfer rate to four-year institutions; (3) provide adult basic education; (4) promote student success; (5) promote efficiency in student services; (6) improve the quality of student life; (7) modernize and maintain college facilities; (8) replace old equipment; (9) explore additional revenue sources from contract education; fee based community service, and certificate renewal courses; (10) market college facilities and services; (11) recruit more international students; (12) develop and expand alternative funding sources; (13) foster effective participation in college governance; (14) recruit qualified personnel; (15) provide staff development programs that will promote excellence, collaboration, cooperation, and unity; (16) resolve issues of the centralization or decentralization of delivery systems; (17) implement an ongoing research and planning process; (18) allocate district finances and resources efficiently; and (19) promote general college efficiency. The final sections provide a discussion of external environmental trends, a list of program review decisions made in 1994-95, and a chart of progress made on the 19 goals as of 1994-95. Lists of college committee members are appended. (KP)

ED 386 246 JC 950 437

Class of 1994 Graduate Follow-Up Report, Onondaga Community College.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; *Education Work Relationship; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Salaries; Student Attitudes; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Onondaga Community College NY

Each year, Onondaga Community College (OCC) undertakes a follow-up survey of graduates to gather data on their experiences at OCC and identify demographic profiles in education and work-related trends. For the class of 1994, surveys were received from 568 of the 1,098 graduates receiving degrees or to control the extent of trauma when an injury does occur. Chapter 1 discusses child behaviors (such as recklessness and risk taking) that may affect health and safety, and discusses safety responsibilities of home, school, and the community. Chapter 2 discusses creating a safe school environment, including building self-esteem, teaching safe behavior, developing specific safety strategies, and providing discipline for unsafe behaviors. Chapter 3 provides rules for school bus safety, pedestrian safety, safety in cars, and bicycle safety; the chapter concludes with some suggested class projects. Chapter 4 describes ways to keep young children from being injured or violated by other older children or adults through abduction, physical and sexual abuse, and violence from guns or weapons. Chapter 5 offers specific strategies to prevent or minimize injuries from poisons, fire, and water. Chapter 6 discusses first aid and emergency procedures for child injuries. Eight references and sources for additional resource materials are included. (TM)

ED 386 263 PS 022 360

Nelsen, Jane; And Others
Positive Discipline A to Z: 1001 Solutions to Everyday Parenting Problems.
PUB DATE- 93
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Behavior Problems; Child Rearing; Cognitive Development; *Discipline; Parent Child Relationship; *Parenting Skills; Parent Materials; Parent Student Relationship; *Young Children
IDENTIFIERS- *Disciplinary Styles; Parenting Styles

This book is a parenting reference work that offers background on common disciplinary problems and parenting issues, advice on how to handle problems and issues as they arise, and insight into how to avoid disciplinary problems in the future. The book is divided into three sections: Basic Positive Discipline Parenting Tools, Positive Discipline Solutions, and Short Tips to Avoid Common Problems. The first section offers information on general aspects of positive discipline such as the use of natural and logical consequences in an explanation of the wrongness of an action, the establishment of household routines, and the use of family meetings. The second section provides information on common behavioral problems and parenting issues such as pouting, homework, hobbies, cruelty to animals, and addictions. Topics here are listed alphabetically to allow for easy reference. The third section offers information on issues common in the parenting of young children (such as blaming, pouting, and giving up) and those common to teenagers (such as peer pressure, pregnancy, and telephone use). (JW)

ED 386 264 PS 022 745

Dunster, Lee
Home Child Care: A Caregiver's Guide.
PUB DATE- 94
NOTE- 291p.
LANGUAGE- English

PUB DATE- Sep 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Fund Raising; Parent Child Relationship; *Parent Influence; *Parent Participation; Parent Rights; *Parent School Relationship; Parent Teacher Conferences; Parent Workshops; *Partnerships in Education; Program Design; Program Guides; *School Policy

Noting that an effective partnership between school and home can be one of the most powerful ways of helping children learn, this book provides guidelines for developing a whole school approach to working with parents to governors, parents, teachers, and other staff. Offering a wide range of good practice and practical ideas for developing an appropriate school policy, the guide consists of three parts. The first part deals with creating a policy and covers the following steps: getting started, developing a policy, writing a policy, and putting policy into practice. The second part presents a variety of policy options and strategies such as making first contact, welcoming, listening to and involving parents, fundraising, and the school-community partnership. The third part deals with keeping the policy under review. A summary of parents' rights in education is included. (AP)

ED 386 282 PS 023 412

Fleer, Marilyn; Leslie, Careen
What Do I Look Like on the Inside? Developing Children's Understanding about Their Bodies.
PUB DATE- Mar 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anatomy; *Childhood Attitudes; *Class Activities; Classroom Techniques; Developmental Stages; Foreign Countries; *Human Body; Instructional Materials; Physical Development; Preschool Children; Preschool Education; *Teaching Methods
IDENTIFIERS- Australia

This booklet discusses techniques and activities intended to help early childhood educators to explain the structure and function of the human body to preschool children. It reviews typical questions that preschoolers have about what goes on inside their bodies, observations that children make about the human body, how children draw the human body, and their understanding of the location and function of the internal organs. Questions, reactions, and observations by preschoolers are provided. The booklet also discusses what children typically want to learn about their bodies, as well as specific activities and instructional materials that can be used with preschoolers. It concludes by noting that the expansion of children's knowledge about the human body will give them a more sophisticated working knowledge of their own internal bodies, and hence a greater sense of control. (Contains 11 references.) (MDM) sampling method (ESM) was the research approach used, in which random moments were "sampled," resulting in approximately 24,000 "snapshots" of family experiences. In detailing the study, the book addresses three fundamental layers of existence in families: (1) family members as individuals; (2) two-person relationships; and (3) family emotional systems as a whole. The following chapters are included: (1) "The Family: A Brew of Emotions"; (2) "Fathers: Cycles of Work and Leisure"; (3) "Mothers: Interweaving Work and Relationships"; (4) "Adolescents: Lives of Emotional Flux"; (5) "Fathers and Mothers: Marriage in the Trenches"; (6) "Mothers and Adolescents: Love and Conflict"; (7) "Adolescents and Fathers: Fun and Avoidance"; (8) "Troubled Families: Separate Realities"; and (9) "Healthy Families: Toward Congruent Realities." Contains a list of over 400 references. (BGC)

ED 386 301   PS 023 523

Tomlinson, Carol Ann
How To Differentiate Instruction in Mixed-Ability Classrooms.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Ability Grouping; *Academic Ability; *Classroom Environment; *Classroom Techniques; Cognitive Style; Educational Principles; *Educational Strategies; Elementary School Curriculum; Elementary Secondary Education; Learning Activities; Learning Strategies; Program Descriptions; Secondary School Curriculum; Student Evaluation; Student Needs; *Teacher Role; Teacher Student Relationship; Teaching Methods

Noting that teachers in mixed-ability classrooms face multiple challenges, this booklet provides teachers guidance in creating learning environments that address the diversity in learning styles typical of mixed-ability classrooms. The booklet discusses what differentiated instruction is, why it is appropriate for all learners, how to plan for and manage differentiated instruction, how to help parents and students prepare for differentiated classrooms, and how to assess student progress. Chapter 1 defines differentiated instruction as providing students with multiple options for taking in information, understanding ideas, and expressing what they learn. A differentiated classroom provides multiple approaches and is proactive, qualitative, student centered, organic, and a mix of whole-class, group, and individual instruction. Chapter 2 sets out the rationale for differentiated instruction and the necessity of differentiating learning experiences and understanding the needs of both advanced and struggling learners. Chapter 3 focuses on the new roles of the teacher in the differentiated classroom. Chapter 4 describes four differentiated classrooms. Chapter 5 suggests 10 strategies for managing a differentiated classroom, while chapter 6 offers ideas for preparing students and parents for a differentiated classroom. Chapter 7 presents concepts for planning differentiated lessons. Chapters 8 through 10 discuss the curricular elements of content, process, and product. Chapter 11 presents four approaches for student assessment. An appendix provides a table of instructional and management strategies. Also included are a categorized list for further reading and a list of resources. Contains 16 references. (TM)

ED 386 302   PS 023 530

(Contains 20 references.) (MDM)

ED 386 318 PS 023 567

Archer, Gregory Alan
Big Kids: A Parents' Guide to Weight Control for Children.
PUB DATE- 89
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; Child Health; *Children; Eating Disorders; *Eating Habits; Exercise; Family Role; *Nutrition; *Obesity; *Parent Role
IDENTIFIERS- *Weight Maintenance

This book is designed to help the parents of overweight children control their child's weight naturally and prevent future weight problems. It uses case stories and examples to illustrate common conditions and situations, along with recommended interventions. Chapters focus on: (1) "Overfatness," including the reasons for excessive weight, normal eating habits, the family role, and the psychology of food; (2) the need to observe and analyze children s eating styles, activities, and food selection; (3) behavioral modification; (4) exercise and fitness activities for children; (5) the food groups, menu planning, and food selection; (6) maintaining control of children's eating behavior; and (7) common questions and answers concerning food, nutrition, eating disorders, and child health. (Contains 84 references.) (MDM)

ED 386 319 PS 023 570

Ediger, Marlow
To Every Action There Is an Opposite and Equal Reaction: An Essay on Teaching.
PUB DATE- Sep 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academically Gifted; *Educational Attitudes; *Educational Change; Educational Cooperation; Educational Quality; *Educational Trends; Institutional Cooperation; Integrated Curriculum; Outcome Based Education; Portfolio Assessment; Relevance (Education); Resource Allocation; School Based Management; Special Education; Team Teaching; Whole Language Approach
IDENTIFIERS- Multiple Intelligences

Every educational change occurs with an equal and opposite reaction to that change. Some changes and their opposing reactions which illustrate this point are: (1) team teaching versus the negative dynamics of group planning; (2) justifications for funding special education versus emphasis on average and gifted students; (3) school site management as a way to democratically involve parents in educational decision making versus traditional lines of school management; (4) collaboration among teachers, universities, and administrators to establish a quality curriculum versus decision making by conscientious individuals on site; (5) attention to the relevancy of what is taught in schools versus stability in the audience of local educational policymakers with research findings and knowledge that counter prevailing misconceptions about effective public education. The policy education process also includes encouraging an approach that integrates education and local community and economic development efforts. Contains 30 references. (JAT)

ED 386 338 RC 020 076

Meyer, Neil
The Real Property Tax and K-12 Education.
PUB DATE- Jan 95
NOTE- 11p.; In; Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assessed Valuation; *Educational Finance; Elementary Secondary Education; *Finance Reform; Land Use; *Property Appraisal; *Property Taxes; Public Policy; *School Funds; School Taxes; Tax Allocation
IDENTIFIERS- Farmland; Reform Efforts; *Tax Equity

The real property tax is local government's primary source of revenue, providing 48 percent of local governmental revenues nationwide. Of all local government expenditures, 37 percent go to elementary and secondary schools. Therefore, problems with property tax become problems of school finance. Taxes and subsidies generally do not change the underlying value of land, only the distribution of interests between public and private landowners. The preferential assessment of farm, open space, and forest lands represents a nearly universal program subsidy by local government to landowners. USDA findings suggest that revenue losses by new entries receiving preferential assessment are greater than the revenue gained by lands leaving preferential assessment, and that preferential assessment does not preserve agricultural land use. The real property tax can be improved by levying taxes on property in proportion to value; eliminating exemptions; assessing land and capital improvements separately; appraising and assessing at 100 percent of market value; reducing the number of classes and categories of land for differential assessment or rates; eliminating caps, circuit breakers, senior preferences, and other forms of social engineering through the real property tax system; and incorporating appraisal and assessment activities into a comprehensive geographic information system. Contains seven references. (TD)

ED 386 339 RC 020 077

Weber, Bruce A.
Financing K-12 Education in Oregon.
PUB DATE- Jan 95
NOTE- 10p.; In: Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Equity (Finance);

18.
PUB DATE- 94
NOTE- 13p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Adult Education; *Community Action; Cultural Traits; Dropout Programs; *High School Equivalency Programs; *Migrant Education; *Migrant Workers; *Outreach Programs
IDENTIFIERS- North Carolina (West); University of Tennessee

Migrant farmworkers are the most disadvantaged of minority groups, but their needs and problems go unnoticed and unmet in most communities. Mobility, language and cultural differences, and health and nutrition problems combine to produce negative effects on school achievement. An estimated 70 percent of adult migrants have not completed high school. Although migrant farmworkers include many ethnic groups, they share a certain life style and many behavioral patterns. Migrancy as a culture tends to produce similarities in sex role expectations, roles of adults and children, dealings with social institutions, feelings of powerlessness, and attitudes toward authority. These cultural traits have implications for the success of adult education programs. Following the failure of a residential program for migrant school dropouts, the University of Tennessee established high school equivalency (UT-HEP) programs at four sites with high concentrations of migrant farmworkers in North Carolina, South Carolina, Georgia, and Tennessee. This outreach program has surpassed its enrollment target each year and attracted both recent dropouts and adults. Program success is attributed to student empowerment, accessibility, flexibility of class schedules, culturally and ethnically congruent recruiters and staff, availability of bilingual counseling, individualized plans, and ongoing assessment. Several UT-HEP graduates in western North Carolina helped found a migrant community center that provides legal assistance, housing assistance, literacy education, and cultural activities as well as improving relations between migrants and the larger community. (SV)

ED 386 356 RC 020 248

Bingman, Mary Beth; White, Connie
Appalachian Communities: Working To Survive. Chapter 19.
PUB DATE- 94
NOTE- 21p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Community Action; Community Centers; *Community Education; *Community Organizations; Community Programs; High School Equivalency Programs; *Literacy Education; Preschool Education; Rural Education
IDENTIFIERS- *Appalachia; *Informal Learning; Kentucky (East); Virginia (Southwest)

Appalachia has a history of isolation, poverty, substandard education and services, and economic exploitation by outside forces, but also has a long history of resistance and community organizing. This paper describes three rural Appalachian community organizations whose mission is the strengthening and

(1) lack of agreement as to the relative importance and location in the curriculum of such content (i.e., where it should be taught); (2) lack of clearly established course/program outcome objectives related to environmental education (i.e., what should be taught); and (3) insufficient teacher experience in instructional design to facilitate integration of such content (i.e., how it should be taught). A sample procedure for the design of instruction focuses on the use of task analysis theory. Contains 27 references. (LZ)

ED 386 374 SE 056 359

Ochoa, Alberto M.
Accelerated Math and Science Program Improvement Project Evaluation Report YR2.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Migrant Div.
PUB DATE- 30 Sep 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affective Behavior; Hispanic Americans; Intermediate Grades; Junior High Schools; *Junior High School Students; Low Achievement; *Mathematics Achievement; Mathematics Instruction; Middle Schools; *Migrant Youth; Science Instruction; Summer Programs
IDENTIFIERS- California; Science Achievement

The Accelerated Math and Science (AMS) Project is a 3 year program funded by the California Migrant Education Program Improvement Program. It targets 6th, 7th, and 8th grade low-achieving migrant students who are 2 to 4 years behind their language peer group. Two questions guided the second year evaluation study for the Region IX Migrant Education program: (1) How successful was the training provided to migrant students in science and math?, and (2) Did the attitude of participating migrant students change towards science and math? Middle schools, low achieving, migrant students (n=94) were recruited based upon: (1) inappropriate age/grade placement; (2) those students whose parents expressed a high degree of interest and commitment, to ensure student attendance in AMS; (3) students who had absentee rates of 10% or more annually; and (4) students who had a minimum 3rd-grade Spanish reading level. AMS program activities consisted of a 19 day curriculum consisting of 80 to 95 hours of direct instruction. Participating teachers were selected based on their credentials or subject matter authorizations and commitment to the AMS program. Pre- and post-data in four skill areas indicated student growth in all four areas: attitudes towards math and science, metric system skills, observational skills, and scientific method skills. In addition, review of daily work in student journals suggested that students improved in their ability to describe their work. Nine appendices contain supporting data including a participant profile, graphic profiles of results (pre and post test scores, photographs, and a student mathematics survey. (MKR)

ED 386 375 SE 056 366

Transporting Radioactive Waste: An Engineering Activity. Grades 5-12.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 94

(Vienna 1893)" (Karen Davis; Susan Glaser; Ursel Kennedy; Susan Spahr); (6) "Hitler's Third Reich and Franz Joseph's Austrian Monarchy: Endings and Beginnings" (Evelyn Ayres); (7) "Jugend um die Jahrhundertwende in Wien: Was sagt sie uns? (Youth at the Turn of the Century in Vienna: What do They Say to Us?)" (Kathleen Betterman; Carol Kochefko); (8) "Ein Einblick in das kulturelle Leben Wiens um die Jahrhundertwende (A Glimpse into the Cultural Life of Vienna at the Turn of the Century)" (Karsten Schlenter; Fred Schneider); (9) "Jugend in Wien um die Jahrhundertwende (Youth in Vienna at the Turn of the Century)" (Ingrid Judd; Stella Nuckolls; Gerda Story); (10) "Treffen wir ums in Wien 1900: (Let's Meet in Vienna in 1900):) A Curriculum Unit for Advanced High School German Students, a Unit for Advanced Level German Students" (Carol Heckman; Brian Huestis; Karlyn McPike); and (11) "Unit on Teaching Literature" (Daniel Desmond; Christele Kunczinam). (EH)

ED 386 397 SO 024 998

Yoshimura, Miles, Comp.; Gang, Ira, Comp.
An Economics Scrapbook: A Catalog of Resources for Graduate Students in the Department of Economics.
PUB DATE- 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Economic Research; *Economics; *Economics Education; *Graduate Study; Higher Education; Indexes; Information Services; Library Catalogs; Library Materials; Online Catalogs; Online Searching; Reference Materials; Research Tools; Resource Materials; Social Science Research; User Needs (Information)

This catalog of resources entails, by definition, an incomplete listing of available materials in the Rutgers University Department of Economics, Alexander Library at Rutgers, data centers throughout Rutgers, and the Internet. Because of the changing nature of the field, this scrapbook is constantly being revised. This scrapbook contains seven sections with section 1 serving as an introduction. Section 2 lists resources of the Department of Economics, New Jersey Hall. Section 3 lists E-mail basics. Section 4 includes economics Internet-accessible accessible resources. Section 5 includes data sources. Section 6 includes information on the Alexander Library, Rutgers University Libraries. Section 7 provides information on library services through INFO. (EH)

ED 386 398 SO 025 005

Staten, Clifford L.
Teaching the U.S. Constitution: Values, Conflict, and Democracy.
PUB DATE- Sep 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Censorship; *Civil Liberties; Civil Rights; *Conflict Resolution; Democracy; *Democratic Values; Due Process; Freedom; *Freedom of Speech; Local Issues; Secondary Education; Social Values; *Student Rights
IDENTIFIERS- *United States Constitution

This newsletter essay explores the conflicts between individual values and community values and efforts to resolve these conflicts under the U.S. Constitution. The paper includes five

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; Interviews; Preservice Teacher Education; Questionnaires; *Reflective Teaching; *Student Experience; Student Journals; *Student Teachers; Student Teaching; *Teacher Educators; *Teacher Influence; *Teaching Models
IDENTIFIERS- Australia; *Reflective Practice

This paper was designed to explore how the modeling of reflection by a teacher educator influences the development of preservice teachers' thinking and learning about teaching, and their subsequent reflective processes. The research was initiated to help student teachers develop an approach to teaching that might allow them to take more control of their own education and to encourage them to be deliberative and thoughtful about their pedagogy. The paper begins with a discussion of reflection with the educational literature. A case study of four student teachers follows, examining the effect of a model created to provide access to the teacher educator's thoughts on teaching using written journals and "thinking aloud." Examples form the students' journals are used to illustrate how the students used the model to reflect on their own teaching experiences. The data support the notion that modeling of reflection is possible and can be successfully incorporated into learning about teaching, and that modeling reflection, and reflection itself, were valued by the participants in this study. The findings indicate that reflection is something that, when understood and valued (by teacher educators and student teachers), can be developed through teacher education programs where teacher educators incorporate these principles into their teaching. In this manner they will encourage their student teachers to do likewise. Three appendices provide tables of the questionnaire results. (Contains 26 references.) (ND)

ED 386 421 SP 036 157

Parker-Jenkins, Marie
Children of Islam: A Teacher's Guide To Meeting the Needs of Muslim Pupils.
PUB DATE- 95
NOTE- 162p.; Foreword by Mirza Azam Baig.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Awareness; *Cultural Context; Cultural Differences; Cultural Influences; Elementary Education; Elementary School Students; Elementary School Teachers; Ethnic Groups; Ethnicity; Ethnic Relations; Foreign Countries; *Islamic Culture; Parent Student Relationship; Religious Cultural Groups; Religious Differences; Religious Factors; *Student Needs; *Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- England; *Islam; *Muslims

This book explores the educational needs of Muslim children. Based on 6 years of research into the educational needs of Muslim children, the discussion highlights the perceptions of both Muslim and non-Muslim teachers. Beginning with an historical overview of Muslim communities in Britain, Chapter 1 addresses issues concerning statistics and differentiation, the establishment of mosques, denominational schooling, and the development of multiculturalism. The meaning and significance of Islam and the attendant obligations on Muslim parents and children are explored in chapter 2, followed in chapter 3 by a

NOTE- 18p.; Paper presented at a the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 7; Intermediate Grades; Junior High Schools; Junior High School Students; *Metacognition; Middle Schools; Self Actualization; *Self Concept; *Self Efficacy; Self Esteem; Self Evaluation (Individuals); *Student Behavior; *Student Motivation
IDENTIFIERS- Future Cognition; *Possible Selves; *Self Regulation

The goal of the study described in this paper was to examine the role of possible selves in perceptions of competence and in self-regulation. The study investigated whether possible selves, or individuals' perception of what they might be like in the future, exert their influence on self-efficacy and self relation via the dimensions associated with possible selves. It was expected that the salience of "hoped-for" and "feared" possible selves should be more closely aligned to expectancies, whereas the importance assigned to hoped-for and feared possible selves should be more closely related to behavior. Path analyses performed on data collected from 287 seventh-grade students generally supported this premise, although the pattern of effects differed slightly across the four academic domains examined (mathematics, English, science, and social studies). The results suggest that possible selves can add to the understanding of student motivation and self-regulation. (Contains 17 references.) (Author/ND)

ED 386 438 SP 036 188

Veenman, Simon
Training in Coaching Skills.
PUB DATE- Jun 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Dutch Educational Research Association (Groningen, Netherlands, June 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Supervision (of Teachers); Elementary Education; Elementary School Teachers; *Faculty Development; Feedback; Foreign Countries; *Inservice Teacher Education; *Instructional Effectiveness; *Instructional Improvement; Models; School Counselors; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- Netherlands

In this study, the implementation effects of a program for the training in coaching skills with Dutch school counselors are described. These school counselors are expected to provide help and support to primary school teachers. Coaching is a form of in-class support intended to provide teachers with feedback on their own functioning, thereby stimulating self-reflection and self-analysis in order to improve instructional effectiveness. A review of relevant literature revealed a number of models for the clinical supervision or coaching of teachers, each with a number of concretely designed skills. However, no direct relationship was found between coaching and student achievement. To assist school counselors in their attempts to coach teachers, a training program was designed: "The School Counsellor as Coach." A quasi-experimental, treatment-control

Concept; *Social History; *Social Influences; Teacher Responsibility; *Teacher Role

IDENTIFIERS- *Identity Formation; Postmodernism

The current changes in the economy and the superstructure associated with postmodernity pose particular perils and promises for the world of education. In particular, identity is no longer an ascribed status or place in an established order. Rather, identity is an ongoing project, most commonly an ongoing narrative project.The use of personal stories and narratives in teacher education has to respond meaningfully to the new conditions of work and being in the postmodern world. However, in this individualistic construction, the role of the collective subject is obscured though tribal and collective identities continue to appeal. Therefore, the movement to give teachers voice in telling and studying their own stories may be problematic. Current educational restructuring may move the teacher away from moral responsibility to a narrow technical competence as teaching's area of moral and professional judgment is severely reduced. The paradox is that teachers' personal and practical stories and voices are being encouraged at a time when teachers' are being held accountable and having their work prescribed, interrogated and evaluated. In fact, stories and narrative may form an unintended coalition which would divorce the teacher from knowledge of political and micro-political perspective from theory, and from broader cognitive maps of influence and power. (Contains 14 references.) (JB)

ED 386 455   SP 036 217

Sanders, Sandra L.; And Others

The Effects of Teacher Educational Attainment on Student Educational Attainment in Four Regions of Virginia: Implications for Administrators.

PUB DATE- 9 Nov 94

NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-11, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Doctoral Degrees; *Dropout Prevention; *Graduate Study; Masters Degrees; Public Schools; School Districts; *School Holding Power; Secondary Education; Secondary School Teachers; *Teacher Certification; Teacher Education; *Teacher Influence; *Teacher Qualifications

IDENTIFIERS- *Virginia

Because of increased pressure on schools and teachers to provide environments more conducive to decreasing student attrition rates, the purpose of this study was to investigate the effects of teachers who have achieved postgraduate certification on the number of students who drop out and those who continue their education after graduation in Virginia's school systems. Data were taken from 134 public school systems reporting for the 1991-92 school year. The instructional personnel with postgraduate certification included principals, assistant principals, teachers, and supervisory and supportive personnel. The student population was taken from figures provided for numbers of dropouts in grades 7-12 and numbers of graduates continuing their education. Chi-square test of homogeneity, or independence, was significant in each of the four geographic regions for each test. In the northwest and southwest regions, however, there were fewer degrees of freedom and less significance due to the smaller, more rural systems with fewer scoring procedures, and response modeling are discussed. Three figures and 11 tables present analysis results. Four appendixes present items, the scoring rubric, and information about bugs. (Contains 36 references.) (Author/SLD)

ED 386 475 TM 024 029

Zwick, Rebecca
An Analysis of Graduate School Careers in Three Universities: Differences in Attainment Patterns across Academic Programs and Demographic Groups. GRE Board Professional Report No. 86-21P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- May 91
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Doctoral Programs; *Educational Attainment; *Foreign Students; *Graduate Students; Higher Education; *Minority Groups; Sex Differences
IDENTIFIERS- Graduate Record Examinations

The graduate careers of nearly 5,000 Ph.D.-seeking students from 11 departments in each of 3 major universities were investigated with a special focus on minority students. Minorities and women were found to be underrepresented in graduate school, and to have generally lower candidacy and graduation rates than their white and male counterparts. In two of the three schools, foreign students had higher candidacy and graduate rates than did white Americans. Also, in two of the three schools, the percentage of foreign students increased substantially in recent years. A more general finding was that the candidacy and graduation rates in the 8 years following matriculation were higher in quantitatively-oriented departments than in the humanities and social sciences. In general, undergraduate grades and Graduate Record Examinations scores had only a minimal association with the attainment of candidacy and graduation. Among these academically select students, nonacademic factors may play a crucial role in determining who ultimately attains the doctoral degree. Eleven tables and 42 figures present study data. Five appendixes contain the study cover letter, a project description, a description of data requirements, 17 supplementary tables, and an empirical Bayes survival analysis. (Contains 42 references.) (Author/SLD)

ED 386 476 TM 024 030

Zwick, Rebecca
Pairwise Comparison Procedures for One-Way Analysis of Variance Designs. Research Report.
PUB DATE- Apr 91
NOTE- 62p.; Revised version of an article "Testing Pairwise Contrasts in One-Way Analysis of Variance Designs" in "Psychoneuroendocrinology," v11, p253-76, 1986.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Variance; *Comparative Analysis; Factor Structure; *Research Design
IDENTIFIERS- Power (Statistics); Type I Errors

Research in the behavioral and health sciences frequently involves the application of one-factor analysis of variance models. The goal may be to compare several independent groups of subjects on a quantitative dependent variable or to compare indicators where such information is available. This report summarizes evaluation findings on what helps program participants to increase their achievement or improve their performance. (SLD)

ED 386 496 TM 024 070

Green, Patricia; Scott, Leslie
"At-Risk" Eighth-Graders Four Years Later. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Failure; Dropouts; Early Parenthood; Elementary Secondary Education; *Grade 8; High Risk Students; High School Graduates; *High School Students; Identification; Longitudinal Studies; Mathematics; *Outcomes of Education; *Risk
IDENTIFIERS- *National Education Longitudinal Study 1988

The early identification of students at risk of school failure and the development of strategies to improve their chances of success in school are important topics for researchers, policy makers, and educators. This report examines high school outcomes and determines, through data from the National Education Longitudinal Study of 1988, if any outcomes are related to risk factors that can be identified at the beginning of high school. "At-risk eighth-grade students were identified as those who: live in single-parent families; have family incomes of less than $15,000; have an older sibling who has dropped out; have parents who did not finish high school; have limited proficiency in English; or are at home without adult supervision more than three hours a day. About 26% of eighth graders nationally major finding is that of students identified as having multiple risk factors in eighth grade, only 60% graduated from high school on time, compared with 90% of students with no risk factors. Sixty-five percent of students with multiple risk factors failed to complete a basic sequence of high school courses. At-risk students were more likely to test poorly in mathematics, and they were more likely to report getting into trouble at school. Students with multiple risk factors in eighth grade were also more likely to have a child in 1992. Four figures and three tables present study findings. A brief appendix discusses methodology. (Contains eight references.) (SLD)

ED 386 497 TM 024 072

Piper, Paul S.
Assessment in the Pacific: The Yap Assessment Model.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Involvement; Cultural Awareness; *Educational Assessment; Educational Change; Educational Innovation; Educational Practices; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Program Development; *Test Construction; *Training; Workshops

Researchers at the Policy Information Center of the Educational Testing Service (ETS) have analyzed information from the National Center for Education Statistics; data from state, city, and other sources; and results from recent surveys of high school students to present a summary of the current dropout situation. The 1995 ETS report, "Dreams Deferred: High School Dropouts in the United States," which has a special focus on urban youth, is summarized in this digest. Although calculating an accurate dropout rate is nearly impossible because of differences in counting methods and definitions and student mobility, the dropout rate appears to be declining. In 1993 about 381,000 students left school without graduating. Nearly two-thirds dropped out before the 10th grade. The dropout rate in large cities remains high, although it too has decreased slightly in recent years. With respect to lifetime wages, the gap between dropouts and more educated adults is widening steadily. Student survey responses have indicated that dropouts tend to have many characteristics in common and that they express a variety of reasons for dropping out. Most dropouts surveyed recognized that they needed further education, and they expected to acquire it, although their expectations suggested that they did not believe they were sacrificing their futures by dropping out. (Contains 7 references.) (SLD)

ED 386 516 UD 030 582

New York State Magnet Schools Program, 1993-94. OER Report.
PUB DATE- 94
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cultural Differences; Educational Objectives; Educational Planning; Elementary Education; Ethnic Groups; Intermediate Grades; Junior High Schools; *Magnet Schools; Middle Schools; *Multicultural Education; Program Evaluation; *Program Implementation; Public Schools; Racial Differences; *State Programs
IDENTIFIERS- *New York; New York City Board of Education

For the 1993-94 school year, the Office of Educational Research (OER) of the New York City Public Schools was asked to conduct evaluations of the 12 magnet schools funded under the New York State Magnet School Initiative. The state initiative was planned to promote the development of magnet schools that promote multicultural educational environments, reduce ethnic isolation, promote academic success for all students, and foster parent and community involvement. In New York City, four elementary schools, five intermediate schools, one middle school, and two junior high schools were selected, with five schools implementing their programs in 1993-94 and seven schools in the planning stage. OER found that the planning schools generally made adequate progress toward their goals for designing and organizing their schools, as well as for recruiting students for the implementation year. However, the implementing schools did not completely achieve their academic goals or their goals for reducing ethnic isolation. New strategies for reducing racial isolation may be necessary. Recommendations are made for improvement of planning and implementation. Fifteen tables present evaluation findings, and five appendixes provide details about percentages of students at various levels of reading and mathematics achievement. (SLD)

Interactive Radio Instruction. Supporting Caregivers, Parents, and Young Children. LearnTech Case Study Series, No. 4.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Jan 95
NOTE- 35p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; *Caregivers; *Child Development; *Educational Radio; Foreign Countries; Learning Activities; Parents; Pilot Projects
IDENTIFIERS- Bolivia; *Interactive Radio

In 1993, Bolivia was selected as a site to pilot an interactive radio instruction (IRI) project that would provide practical support to adult caregivers and children around early childhood development. Through linkages with health and education networks, PIDI (Programa Integral de Desarrollo Infantil) provided young children under the age of six food with health care and the attention of two community caregivers. The audio series, "Jugando en el Pidi," was created to reach a rapidly growing number of caregivers. This report documents the development and application of this IRI for early child development through conversations with caregivers, parents, and child development specialists. It presents the quantitative and qualitative evaluation results and unexpected information learned through the project. The series targeted young children and caregivers, and invited them to participate in activities which are age appropriate to the children. The key vehicle for learning, enhanced child-caregiver interaction in the PIDI, became the focus and goal of the series. For the children, the programs provided a time when they could participate in an entertaining and consistent sequence of cognitive, physical, social-emotional, and communication activities facilitated simultaneously by the caregiver and IRI characters. For the caregiver and the PIDI system, the programs provided an opportunity to learn child development through practice. It made principles of child development that are difficult to digest on a theoretical level practical, available, and easy to understand. The pilot package of "Jugando en el Pidi" includes 20- to 25-minute audiocassettes, three large color posters, and an illustrated guidebook which includes suggestions for post-radio activities. (MAS)

ED 386 150 IR 017 267

Vargas, German
Econauts: Mission Nature. Radio Drama for Environmental Education in Costa Rica. LearnTech Case Study Series, No. 5.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- Feb 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Environment; *Drama; *Educational Radio; *Environmental Education; Foreign Countries; Intermediate Grades; Soap Operas
IDENTIFIERS- *Costa Rica; *Interactive Radio; Two Way Radio

During the course of this pilot project, two models for environmental interactive radio instruction (IRI) were developed. The first model used a traditional IRI storyline where the setting of the radio show and the interaction over

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Networks; *Computer Science Education; Course Evaluation; Course Objectives; *Educational Planning; Information Networks; *Older Adults; Program Development; Surveys

This study was designed to solicit responses from senior citizens (adults over the age of 55) who had enrolled in a computer course after retirement. The information is intended to aid program planners for seniors in developing future courses. Seventy-six seniors from four local sites (Puget Sound, Washington) and two nationwide online services completed surveys detailing why they had enrolled in the course, if the course had met their reasons for enrolling, and how they were using their computer skills currently. Suggestions for future courses and comments were also solicited. The majority of seniors (45) completed computer courses to learn the basics of the computer for the first time and 74% were satisfied that the course had met their needs. Some of the reasons given for a course's failure to meet the students' needs were: "not complex enough"; "too much at one time"; "too brief"; and "too technical." The variety of uses that seniors found for their newly learned skills was unexpected. Uses included: financial and home records (37%); word processing (30%); online (21%); volunteer work (17%); and games (13%). Recommendations for further research is recommended with emphasis on ethnic/racial backgrounds. Seven figures and seven tables illustrate data. Appendices include: the survey; site descriptions; survey responses to "other reasons for enrolling in a computer course"; responses to "why computer courses did not meet senior needs"; responses from "how seniors use computer skills"; suggestions and comments from surveys; and synopses of interviews with selected participant. (Contains 27 references.) (MAS)

ED 386 169 IR 017 297

Mueller, Richard J.; Mueller, Christine L.
The Cognitive Revolution and the Computer. Version 2.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Artificial Intelligence; Behavioral Science Research; *Cognitive Processes; Concept Formation; *Electronic Classrooms; Expert Systems; Hypermedia; *Information Processing; *Knowledge Representation; Learning Processes; *Memory; Problem Solving
IDENTIFIERS- Historical Background

The cognitive revolution began in the 1950s as researchers began to move away from the study of knowledge acquisition and behaviorism to the study of information and the way it is processed. Four factors are discussed in chapter 1 as contributing to the increase in popularity of the "cognitive revolution" (increasing enthusiasm for the cognitive approach). This historical perspective on cognitive psychology includes an examination of cognition as a constructive process, structuralism, functionalism, the association approach to memory, Hermann Ebbinghaus, and measuring retention. Some basic characteristics of memory are also explained. Chapter 2 examines the processing of information. A discussion of the structure of memory includes sensory register, short-term ("working") memory, and long-term memory. A section on

Texts" (Steve O'Keefe)--hypertextbooks for interactive learning on various subjects; "Wired U." (Robert Moskowitz) earning a college degree through a virtual university; "The Great Facilitator" (Jeff Ubois) an interview with the Vice President of Educom on politics; "A Wired Education" (Robert Sanchez)--developments and effects of technology on K-12 and higher education; "Curriculum Counselor" (Robert Doty)--K-12 lesson plans and instructional materials on the Internet; "CU on the Net" (John R. Vacca)--the Global Schoolhouse, a project connecting schools nationally and internationally using the Internet; and "Picture Power" (Richard Seltzer)--the use of the World Wide Web to celebrate talent and honor achievement. A feature article "Visiting Museums Virtually" (David R. Noack) and 10 columns are also features. (AEF)

ED 386 190 IR 055 604

Grotzinger, Laurel A.; And Others
Women's Work: Vision and Change in Librarianship. Papers in Honor of the Centennial of the University of Illinois Graduate School of Library and Information Science. Occasional Papers Nos. 196/197.
PUB DATE- Jul 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Change Agents; *Females; Higher Education; *History; Interprofessional Relationship; *Librarians; Library Education; Library Schools; *Library Science; Library Standards; Mentors; Racial Relations; *Social Networks
IDENTIFIERS- Social Impact

This document presents three essays which challenge the image of women librarians as passive and subservient; reexamine the feminine ethic of caring; and document the power of a pervasive women's network that was generational as well as hierarchical and social. The first paper, "Invisible, Indestructible Network: Women and the Diffusion of Librarianship at the Turn of the Century" (Laurel A. Grotzinger), provides insight into the contributions of pioneering women librarians and library educators, illustrating the hierarchical, horizontal, social, and communication networks that permeated the turn-of-the-century library world. The second paper, "Southerners in the North and Northerners in the South: The Impact of the Library School of the University of Illinois on Southern Librarianship" (James V. Carmichael, Jr.), assesses the collective impact of the University of Illinois Library School graduates in the South. The experience of southern students in a northern school is documented and the following topics are discussed: northern-born librarians in the South, racial relations, southern economic conditions, deficiencies of library education in the South prior to 1930, and the question of professional loyalties versus a national professional standard. The third paper, "Women as Visionaries, Mentors, and Agents of Change" (Mary Niles Maack), discusses three periods in the history of library education and focuses on the role of mentoring in the lives of library school educators and women working in the context of traditionally male universities; the extent to which women have begun to change academics is also considered. (Author/AEF)

ED 386 191 IR 055 605

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Contracts; *Cost Effectiveness; Decision Making; Information Centers; *Information Services; *Information Systems; Information Technology; Labor Force; Libraries; Library Administration; *Organization; Private Sector; Shared Resources and Services
IDENTIFIERS- *Outsourcing; Work Flow

The purpose of this book is to identify and describe the most important factors that must be considered in making decisions about the optimal ways to provide access to information: the best ways to use the humans, machines, and intangible resources known as information, especially at the organizational level. It provides a framework for decision-makers to review information services within their organization. The book asks and then answers questions such as: How should organizations define their core information services?; How can costs be controlled?; Should we buy and keep information or should we contract for it as needed?; and Is it feasible to contract out whole library operations? Entire units of libraries and information centers are defined and untangled so that the broadest varieties of organizations can analyze their own environments. Each chapter is accompanied by comments from a broad range of experts in the information field. The first two chapters explain how information services and systems function within an organization and how this kind of work can be handled in-house or contracted out. The next two chapters describe the complexities of the information world--the information resources and technologies themselves. In each of these chapters, advice is provided on issues such as cost-benefit analysis, the pros and cons of outsourcing, and other issues such as ownership versus pay-as-you-go procurement. With collaborative ventures providing more opportunities for sharing of systems, services, and resources, a chapter is devoted to the issues, problems, and benefits of cooperative use of information systems and services. Then, prior to a review of future trends, there is a chapter devoted to fiscal issues--costing, pricing, internal charge-backs, and the dilemma of how to get 'hard' information about 'soft' services. Chapters are: "In-house Information Services"; "Information Workers"; "Resources, Services and Delivery"; "Information Technologies"; "Shared or Cooperative Routes"; "Costs and Charging Strategies"; and "Shaping Core Services in Future." (Contains 68 references.) (MAS)

ED 386 211 IR 055 649

Basch, Reva, Ed.
Electronic Information Delivery: Ensuring Quality and Value.
PUB DATE- 95
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Databases; *Electronic Publishing; *Evaluation Criteria; Information Dissemination; Information Industry; *Online Systems; *Quality Control; Reliability; Search Intermediaries; Users (Information)
IDENTIFIERS- Accuracy

How do you judge the accuracy, reliability, and completeness of an electronic or online database? What measures do publishers on needs assessments, counselor judgments, and administrative directives; the assignment of goals to counselors; the development of workplans and activities to achieve the goals; program evaluation; and marketing to campus and community. Section 6 provides an organizational chart of the Counseling Department's philosophy developed at the college, while section 7 provides a list of baseline student outcomes for the educational, career, and social/personal domains. Sections 8 and 9 provide counseling goals developed the RSCC's main and Orange campuses for 1991-92, while section 10 describes specialty area goals related to probationary students and other special cases. Section 11 details delivery systems for counselor specialty areas and section 12 provides a glossary of terms. Finally, sections 13 and 14 provide sample worksheets related to the development and evaluation of the model. (KP)

ED 386 229   JC 950 417

Scott, Linda K.; And Others
Survey of Small Business Training Needs.
PUB DATE- Mar 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Employer Attitudes; *Job Training; *Needs Assessment; Occupational Surveys; School Business Relationship; *Small Businesses; Two Year Colleges
IDENTIFIERS- *San Diego Community College District CA

In September 1994, the San Diego Community College District conducted a survey of the training needs of small businesses in the District's service area, defining small businesses as those with fewer than 100 employees. Surveys were mailed to 3,622 local companies in industries determined to have smaller businesses, while completed surveys were received from 761 companies for a response rate of 21%. Study findings included the following: (1) the highest number of responses were received from service industries (n=121), medical or other health providers (n=102), and retail trade establishments (n=75); (2) 59% of the firms indicated that training was necessary, with government-related businesses expressing the most need for training at 77% and legal services expressing the least need at 42%; (3) among firms indicating that no training was needed, 76% reported that employees were already sufficiently trained; (4) for those expressing a need for training, 9% indicated training was needed for unskilled laborers, 11% fo semi-skilled production laborers, and over 40% for training in all other employment areas; (5) approximately 75% indicated a willingness to share training with other firms in order to reduce costs; (6) in general, the larger the firm, the larger the perceived need for training; and (7) the smallest firms were the most likely to indicate that a lack of funds was a barrier to training, while the largest firms were most likely to be already providing training. (Data tables are included.) (The survey instrument and cover letters are appended.) (KP)

ED 386 230   JC 950 418

Kussrow, Paul G.
Why Community Colleges Need Organizational Partnerships.
PUB DATE- 95
NOTE- 18p.

certificates, while findings were compared to results for the four previous classes. Study findings included the following: (1) 57.3% of the 1994 respondents were female, while 84.2% were White; (2) 75.2% of 1994 graduates were employed, with 48.7% employed full-time; (3) 54% felt that finishing their degree/certificate was important to getting their current job; (4) 58.9% indicated that their current occupation was highly related to their program of study and only 17.2% stated that it was not; (5) the number of graduates who worked while studying decreased from 40% in 1990 to 28.8% in 1994; (6) the mean annual salary increased from $20,249 in 1993 to $22,297 for 1994; (7) 43.48% of the 1994 respondents were attending a college, university, or training program; (8) 57.4% were continuing their education in a field of study highly related to their OCC degree program; and (9) 47% of the 1994 graduates continuing their education were attending a public four-year institution in New York, with 36.8% attending a private four-year institution. Appendixes include an employment and transfer summary of 1994 graduates, survey instruments, and cover letters. (KP)

ED 386 247 JC 950 438

Service Expectations for Two-Year Colleges and Regional Campuses. Report of the Regents' Advisory Committee.
PUB DATE- 10 Sep 93
NOTE- 14p.; For performance measures related to the service expectations, see JC 950 439.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; College Planning; *College Role; Community Colleges; Design Requirements; *Educational Quality; Education Work Relationship; *Institutional Mission; Multicampus Colleges; Organizational Objectives; Partnerships in Education; School Business Relationship; School Community Relationship; State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Ohio

In 1993, the Ohio General Assembly established nine service expectations for the state's two-year colleges and regional campuses to ensure a consistent level of quality regardless of organization or administrative structure. Additionally, the state Board of Regents established an Advisory Committee on Two-Year Service Expectations to identify a realistic set of indicators by which performance on the nine expectations might be evaluated. Based on reviews of performance standards nationally and consultation with education professionals, the Committee developed indicators for the nine following expectations: (1) make a range of career/technical programming available, measured by programming responsiveness to area needs, placement methods, and degree completion; (2) commitment to developmental education service, measured by responsiveness to student needs and testing methods; (3) partnerships with industry, business, government, and labor to enhance community economic development, measured by economic impact; (4) noncredit continuing education and cultural enrichment opportunities, measured by number of courses and their responsiveness to area needs/interests; (5) college transfer programs or the first 2 years of a baccalaureate degree,

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; *Certification; *Child Caregivers; *Child Care Occupations; Child Development; Classroom Environment; *Community Resources; *Day Care; Early Childhood Education; *Family Day Care; Food Service; Foreign Countries; Health Needs; Infant Care; State Regulation
IDENTIFIERS- Canada

Intended for those already providing home child care or those considering becoming a caregiver in Canada, this book provides practical ideas and advice covering the many areas involved in home child care, from organization of the home to resources available to the provider. Chapter 1 describes how home child care can be provided, how to adapt to providing care, what the prospective provider can expect, and how to decide to offer child care. Chapters 2 and 3 tell how to organize a home for child care, obtain equipment and toys, provide storage, and make the home safe for children. Chapter 4 outlines regulations of Canadian provinces regarding home child care and how to work with appropriate offices and agencies. Chapter 5 discusses business aspects, including hours, rates and income, insurance, policies, and advertising, while chapter 6 suggests how to obtain clients. Chapter 7 advises on record keeping and filing taxes. Chapter 8 discusses dealing with the child's first and last days of care. Chapters 9 through 12 present general principles on child development and care for infants and toddlers, preschoolers, and school-age children. Chapters 13 through 15 provide suggestions for daily activities, health care, and meals. Chapter 16 describes establishing and maintaining good relationships and communication with parents, and setting respective responsibilities. Chapter 17 tells how to be aware of, and report, physical abuse, sexual abuse, emotional abuse, and neglect in children; how to care for an abused child; and how to protect oneself from accusations of abuse. Chapter 18 discusses the kinds and whereabouts of community organizations, programs, and services that assist caregivers. Chapter 19 describes managing the time of, and caring for the health of, the caregiver, developing a support network, and being an advocate for child care. The book concludes with a section of sample letters, agreements, and forms; provincial and territorial contacts; and publications, videos, and other resources. (TM)

ED 386 265   PS 022 790

Blau, Melinda
Families Apart: Ten Keys to Successful Co-Parenting.
PUB DATE- 93
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Custody; Child Rearing; Children; *Coping; *Divorce; Family Life; Family Problems; *Family Relationship; Family Status; Life Events; Marital Status; *Parent Child Relationship; Parent Responsibility; *Parents
IDENTIFIERS- *Coparenting; Parenthood; Social Readjustment Rating

ED 386 283 PS 023 413

Humphreys, Peter; And Others
Innovative Links Project, St. Paul's Catholic School, Nightcliff: Cultural Responsiveness and Cultural Diversity.
PUB DATE- Mar 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Catholic Schools; Cultural Awareness; Educational Improvement; Elementary Education; *Elementary School Students; Foreign Countries; *Indigenous Populations; *Multicultural Education; *Partnerships in Education; Student Centered Curriculum
IDENTIFIERS- Australia (Northern Territory); Multicultural Materials

This report describes the participation of St. Paul's School, in Australia's Northern Territory, in a collaborative action research project with Northern Territory University. The project had three goals: (1) increase staff awareness of multicultural issues, particularly as they pertain to Aboriginal people; (2) determine how school practices might accommodate and be enhanced by Aboriginal culture; and (3) develop ways to relieve tensions between the Aboriginal community and school practices. The report briefly describes the methods used to pursue each of these goals, discusses rewards and difficulties of the project, and explains the project's outcomes in terms of workplace practice, professional development, curriculum, and materials. Five appendices, the major portion of the report, cover topics including: (1) the educational experiences of Aboriginal children, the resources schools need to work with Aboriginal students, and teachers' interactions with this group; (2) curricula (for educational levels Transition-year 7) for researching and celebrating ancestral heritage, for celebrating the family, and for teaching math, social education and language, religion, and English; (3) notes from all meetings regarding the project; (4) staff observations of the educational practices of partner schools serving Aboriginal students; (5) parental feedback on the project; and (6) expenditures. (JW)

ED 386 284 PS 023 426

Blankenhorn, David
Fatherless America: Confronting Our Most Urgent Social Problem.
PUB DATE- 95
NOTE- 331p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Rearing; Child Support; Cultural Influences; Divorce; Family Life; *Fatherless Family; *Fathers; Nuclear Family; Parent Child Relationship; Parent Responsibility; *Parent Role; *Social Problems; *Sociocultural Patterns; Stepfamily
IDENTIFIERS- Cultural Anthropology; *Father Present Family

The United States is rapidly becoming a fatherless society. Fatherlessness is the leading cause of declining child well-being, providing the impetus behind social problems such as crime, domestic violence, and adolescent pregnancy. Challenging the basic assumptions of opinion leaders in academia and in the media, this book debunks the prevailing wisdom about fathering.

Grant, Jim; And Others
Multiage Q & A: 101 Practical Answers to Your Most Pressing Questions.
PUB DATE- 95
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Continuous Progress Plan; Cooperative Learning; Educational Environment; *Educational Innovation; Educational Strategies; Elementary Education; *Mixed Age Grouping; *Non Graded Instructional Grouping; *Nontraditional Education; Parent Attitudes; *Program Implementation; Teacher Attitudes; Teacher Qualifications

The case for multiage education is examined and an effort is made to provide answers to the most commonly asked questions about its implementation. The questions are organized into eight groups. The first group tries to clarify the concept of multiage education and its components. Concepts such as multiyear placement, looping classrooms, split combination, and multiage continuous progress classrooms are discussed. In addition, the structure of multiage classrooms, differences from graded classrooms, and possible problems are explored. The second group examines the benefits a multiage classroom can offer to the participating students. The adequacy of academic challenge for older and gifted children, discipline, and extreme diversity are some of the issues examined. The third group answers questions related to teachers' qualifications and roles in a multiage classroom. The fourth group of questions deals with student assessment and the fifth group answers questions about parents' concerns. The sixth group explores problems related to the implementation of a multiage education in relation to its organization and administration. The seventh group examines possible difficulties and opposition a program could face in the broader social context outside the educational community. The final group of questions highlights resources that can provide more information about multiage education. Contains 167 references. (AA)

ED 386 303 PS 023 534

Siraj-Blatchford, Iram
Nourish and Nurture: World Food Programme Assistance for Early Childhood Education in India's Integrated Child Development Services. Education Sector Monograph No. 3.
PUB DATE- Apr 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Child Development; Child Health; Early Childhood Education; Females; *Food; Foreign Countries; *Integrated Services; Mothers; *Nutrition; Parent Education; Parent Role; Public Agencies; Welfare Agencies; Womens Education
IDENTIFIERS- *India; UNESCO

Part of UNESCO's Action Research in Family and Early Childhood series, this monograph is based upon a technical report on the Early Childhood Education (ECE) component of the Integrated face of rapid curricular change; (6) outcome-based education versus concepts and generalizations that cannot be measured; (7) portfolio assessment versus adequate evaluation and selection of portfolio materials; (8) Gardner's Theory of Multiple Intelligences versus enhancement of individual talents and abilities within existing curricular subjects; (9) integrated curricula versus appreciation for individual academic disciplines; (10) and the whole Language Approach versus a better balance between whole-language and phonics-based procedures. The presence of opposite reactions seems to indicate a need to be judicious when considering new movements in education. In negotiating educational change, the best course may be to strike a balance between competing ideas. (JW)

ED 386 320 PS 023 573

Behrman, Jere R.; Lavy, Victor
Children's Health and Achievement in School. Living Standards Measurement Study Working Paper No. 104.
PUB DATE- Jul 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Child Health; Elementary Secondary Education; Foreign Countries; *Influences; *Predictor Variables; *Research Methodology; *Research Problems
IDENTIFIERS- Ghana

This paper explores the relationship child health and educational achievement using data from the Ghanaian Living Standard Measurement Study (LSMS), as well as the reliability of such health-education studies in general. An analysis of the data indicated that: (1) the failure to control for estimation problems in the LSMS and other studies has led to a considerable bias in the estimated impact of child health on educational success; (2) Instrumental variable estimates based on observations suggest that the direction of this bias is downward; (3) estimated with family and community fixed effects, however, suggest that the direction of this bias is upward; and (4) exploration of the possibility that child health may affect child cognitive achievement through schooling attainment also does not reveal a significant positive impact on child schooling. The paper concludes that, in the case of the Ghanaian LSMS and other similar studies, there is no evidence of an impact of the observed range of child health on child cognitive achievement. (Contains 90 references.) (MDM)

ED 386 321 PS 023 575

Promising Practices: Parental Involvement in School. Hearing to Promote Parental Involvement in Their Children's Education, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 7 Oct 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Attitudes; *Educational Attitudes; Elementary Secondary Education; Government Role; Hearings; Parent Attitudes; *Parent Participation; *Parent School Relationship; Program Descriptions; Student Attitudes
IDENTIFIERS- Congress 103rd

*Educational Finance; Elementary Secondary Education; *Finance Reform; Property Taxes; Public Policy; School District Reorganization; *School Funds; School Taxes; *State Legislation; *Tax Allocation
IDENTIFIERS- *Oregon; Reform Efforts

During the past 5 years, Oregon has set in motion a set of fundamental changes in state policy that will radically affect schools. It has: (1) reduced property taxes without increasing other taxes in a way that will reduce state/local taxes as a share of income from 12.1 percent of personal income in 1991 to 10.3 percent in 1996; (2) shifted to the state the major responsibility and essentially all the decision making about school funding; (3) moved rapidly to equalize school spending per student among districts while keeping the overall level of school spending relatively constant, thus triggering large spending increases in some districts and declines in others; and (4) set up an ambitious curriculum reform agenda without allocating much in new resources to implement it while requiring the reduction of school districts from 295 in 1992-93 to 178 by 1996-97, thus forcing many smaller school districts to consolidate. As taxes as a share of income drop to 10.3 percent, the state will have to cut spending on state services and/or school support. The question facing Oregonians is whether they can have the public services they desire and the level of public education that prepares students for lifelong learning, citizenship, and the workforce. Contains seven references. (TD)

ED 386 340 RC 020 078

Harvey, Lynn R.
1994 Michigan School Finance And Property Tax Reform.
PUB DATE- Jan 95
NOTE- 10p.; In: Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Finance Reform; Property Taxes; Public Policy; *School Funds; School Taxes; *State Legislation; *Tax Allocation
IDENTIFIERS- Funding Formulas; *Michigan; Reform Efforts

The funding and operation of Michigan's K-12 public school system was substantially changed in March 1994, with voter approval of a constitutional amendment and legislative adoption of 24 implementing state statutes. The comprehensive school funding proposal substantially reduced local property taxes; increased, and in some cases decreased, the tax rate of selected state taxes; established new state taxes; and addressed school quality improvement concerns. The reform also provided for the creation of charter schools. The reform measures increased the state's contribution for school funding, reduced the local share (property taxes), and guaranteed a minimum per pupil funding for each of Michigan's 557 public school districts. The success or failure of the enacted reform measures has yet to be determined. Michigan is currently experiencing above average economic growth; thus, state revenue collections have exceeded expectations, creating a small surplus for the school funding program. A revenue shortfall is forecast for the 1996-97 school empowering of communities as well as improving individual literacy skills. McClure River Valley Community Development Center (southwest Virginia), the Ivanhoe (Virginia) Civic League, and Appalachian Communities for Children (Jackson County, Kentucky) host a variety of community activities and programs, such as those concerned with food distribution, housing rehabilitation, preschool education and child care, adult basic education and GED classes, community college classes, tutoring, counseling, and coordination of student volunteers providing community service. All three organizations have also provided many informal opportunities for learning and literacy use, and staff and board members have learned job skills and the knowledge and skills needed to run an organization. However, although these organizations are committed to empowering community members and bringing about change, their educational programs tend to be highly structured around traditional curriculum. The groups themselves recognize the contradictions and are working to change and democratize their classes, but the work is hard. Difficulties include powerful cultural images and attitudes concerning what school is "supposed" to be, and lack of experience with alternative approaches. (SV)

ED 386 357   RC 020 249

Merrifield, Juliet; And Others
Community in the Classroom: Literacy & Development in a Rural
  Industrialized Region. Chapter 20.
PUB DATE- 94
NOTE- 17p.; In: Alpha 94: Literacy and Cultural Development
  Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- *Adult Education; Community Action; *Community
  Development; *Community Programs; Leadership Training;
  *Literacy Education; *Nontraditional Education; Role of
  Education; *Rural Education
IDENTIFIERS- *Appalachia; Empowerment

In the Community in the Classroom project, 10 Appalachian community-based groups are exploring ways in which literacy education can contribute to community development. This project is challenging assumptions about the role of education, looking beyond the traditional economic context of adult education, and shifting the focus of literacy from individual outcomes to social impacts on the community. Literacy programs that would build communities not only teach specific basic skills, but also provide opportunities for students to learn teamwork, leadership, problem solving, critical thinking, and decision making in a democratic environment. However, developing a community-oriented literacy program is difficult, and even community-based groups may forget lessons learned from their own organizing and think that they must do education as schools do it, by dividing and individualizing students. Barriers to the community approach include the choice of an "expert" teacher over a participatory classroom leader, program standards defined by outside funders, and lack of experience with alternative educational approaches. Community in the Classroom focuses on leadership training for community-based tutors and teachers, design of curriculum that incorporates real community issues, channels for literacy students to contribute to their communities, and organizational networking. Project activities include six workshops for leadership

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Engineering; Environmental Education; *Hazardous Materials; Intermediate Grades; Middle Schools; *Science Activities; Secondary Education; Simulation; *Waste Disposal; *Wastes

This brochure contains an engineering activity for upper elementary, middle school, and high school students that examines the transportation of radioactive waste. The activity is designed to inform students about the existence of radioactive waste and its transportation to disposal sites. Students experiment with methods to contain the waste and consider factors such as accidents, leaks, and ease of transport. They create and test a package designed to contain waste and withstand accidents. The outer layer of the "cask" is made from 2-liter soda bottles. An egg simulates the waste. Students design their own internal packaging system. Student and teacher instructions are included. (LZ)

ED 386 376 SE 056 367

Waste-to-Energy Laboratory. Grades 8-12.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Middle Schools; *Recycling; Science Activities; Secondary Education; Thermodynamics; *Waste Disposal
IDENTIFIERS- *Energy Sources

This brochure contains an activity for grades 8-12 students that focuses on the reuse of waste as an energy source by burning and converting it into energy. For this experiment students construct a calorimeter from simple recyclable material. The calorimeter is used to measure the amount of energy stored in paper and yard waste that could be used to generate electricity. Student and teacher instructions are included. (LZ)

ED 386 377 SE 056 368

Animal Population Survey: Tag and Recapture. Grades 5-12.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computation; Environmental Education; *Estimation (Mathematics); Intermediate Grades; Middle Schools; *Science Activities; Secondary Education; *Wildlife; Zoology
IDENTIFIERS- *Environmental Monitoring; *Mathematics Activities

This brochure contains two activities for upper elementary, middle school, and high school students that focuses on the method of "tag and recapture" used to estimate wildlife populations. The first activity involves students in tagging and recapturing animal shaped cookies and building a data table used to estimate the total number of an "animal" in the sections: (1) Introduction; (2) Value Conflicts and the Constitution; (3) Making Value Conflicts Relevant to Students; (4) For Example: The Indiana University Southeast Program; and (5) Conclusion. Six case scenarios focus on the conflict between individual values and community values. A teaching strategy is included. (EH)

ED 386 399 SO 025 145

Thelin, Bengt
Early Tendencies of Peace Education in Sweden. Peace Education Miniprints No. 69.
PUB DATE- Dec 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Comparative Education; *Educational History; Educational Practices; Ethical Instruction; Foreign Countries; History; History Instruction; *Peace; Religious Education; Role of Education
IDENTIFIERS- *Peace Education; *Sweden

Early tendencies of peace education in Sweden are discussed in this document. The time span is from the second part of the 19th century to the beginning of World War II. Peace education put special emphasis on exposing the contradiction between religious and history education. Religious education preached love and reconciliatory spirit, while history education in Sweden, as elsewhere, was nationalistic and ethnocentric. To "cleanse" history education from chauvinism and from glorifying war was a strong concern of early peace educators. (RJC)

ED 386 400 SO 025 146

Harris, Ian M.
International Peace Research Association Meets in Malta. Peace Education Miniprints No. 70.
PUB DATE- Dec 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Conflict; Conflict Resolution; Educational History; Ethnic Groups; Ethnicity; Foreign Countries; Indigenous Populations; International Cooperation; International Education; International Relations; *Peace
IDENTIFIERS- *Peace Education

From October 30, 1994 to November 4, 1994 the International Peace Research Association held its 15th general conference in Malta. Over 200 delegates from 40 different countries attended the week long gathering whose theme was "International Conflicts: The Role of Peace Research and Education." The conference featured plenary sessions in the morning followed by working sessions where the participants could focus on specific peace related concerns by taking part in various commissions. This report gives an overview of the conference. (RJC)

ED 386 401 SO 025 147

Lawson, Max
The International People's College, Helsingor, Denmark: Seven Decades of Peace Education. Peace Education Miniprints No. 71.
PUB DATE- Jan 95
NOTE- 20p.

discussion of Islam and education, and the potential conflict between secular and Islamic philosophies of education. Chapter 4 describes the educational needs of Muslim children as portrayed by Islamic writers, with practical suggestions for translating theory into practice. Chapter 5 focuses on a study of the views of headteachers, both Muslim and non-Muslim, highlighting similarities and divergences in their perceptions. These findings are discussed in greater depth in chapter 6, and new categories of needs are developed which can be used as a practical model against which to measure the extent of accommodation and to develop a hierarchy of needs that can be tailored to individual school situations. The book concludes with a discussion of political and philosophical concerns, as well as implications for teacher training. A glossary and a list of resources for further information and for use in the schools are included. (Contains 233 references.) (ND)

ED 386 422 SP 036 167

Chase, Jayni
Blueprint for a Green School.
PUB DATE- 95
NOTE- 688p.; Foreword by Thomas E. Lovejoy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Conservation (Environment); Educational Facilities Improvement; Elementary Secondary Education; *Environmental Education; Environmental Standards; *Health Promotion; Instructional Materials; *Learning Activities; *Resource Materials; School Buildings; *School Safety

The 20 chapters in this book focus on the creation of environmentally safe and healthy school buildings and grounds and on what school administrators, teachers, maintenance staff, students, community leaders and parents can do to meet this goal. The guide functions as an introduction to environmental problems and issues relevant to schools, provides resources for further investigation, and suggests ways to incorporate the information into daily instruction. Outlines at the beginning of each chapter are included to ensure accessible reference. A broad range of topics including environment and health issues, toxic materials and pesticides, nutrition and the environment, water, energy, recycling and source reduction are covered. Chapters 1 through 17 present basic facts so that environmentally educated decisions can be made in the operation of school buildings and classrooms. Chapter 18 contains both student- and teacher-suggested activities, including examples of what other schools, individuals, and organizations are doing. Chapters 19 and 20 list curricula, books for children and adult use, videos and state-by-state agency resources. The book also provides telephone numbers and addresses of government agencies, organizations, hotlines, companies, and individuals, and more than 360 charts, graphs, tables, and pictograms. (LL)

ED 386 423 SP 036 171

Lopez, Omar S.
The Effect of the Relationship between Classroom Student Diversity and Teacher Capacity on Student Performance. Executive Summary. Conclusions and Recommendations for

group investigation was then set up to test the effects of this program. Based on the pre- and post-training ratings of coaching conferences, a significant treatment effect was found for the school counselors' coaching skills related to the development of autonomy (empowerment), feedback, and purposefulness. The pre- and post-training ratings from coached teachers showed no significant treatment effects. Probably this was because the teachers were not accustomed to in-class assistance and thus rated the coaching skills of the school counselors quite favorably even at pre-test. (Contains 31 references.) (Author/ND)

ED 386 439 SP 036 189

Campbell, Donna Marie; Fyfe, Brenda
Reforming Teacher Education: The Challenge of Inclusive Education.
PUB DATE- 12 Feb 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Early Childhood Education; Educational Change; Elementary Secondary Education; Graduate Study; Higher Education; *Inclusive Schools; Inservice Teacher Education; Models; Preservice Teacher Education; Program Implementation; *Regular and Special Education Relationship; Resistance to Change; Special Education; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs; Undergraduate Study
IDENTIFIERS- *Webster College MO

Webster University (Missouri), an independent, liberal arts university, developed a teacher preparation program on both the graduate and undergraduate levels in inclusive education aimed at preservice and practicing teachers and covering early childhood to secondary education. Several models emerged in the teacher preparation program. The unified curriculum of the graduate Early Childhood degree program merged the discussion of issues in educating all young children, including children with disabilities. The unified core of the undergraduate education program fostered an attitude of shared responsibility for all children. An elective course, "Inclusion Strategies in the Regular Classroom," enriched the curriculum and prepared students pursuing special education for the typical classroom. The graduate emphasis in inclusive education represented an embedded approach by including opportunities for graduate students to learn about inclusive education practices while they were concentrating in specialized areas of study. At both undergraduate and graduate levels there has been a trend toward dual certification in special education or early childhood special education and elementary or early childhood certification. Efforts to prepare teachers for inclusion have led to a reconceptualization of the teacher education program as a whole. Resistance to change, state certification standards, limited resources and time, competing interests, and lack of familiarity with inclusion among faculty were all barriers encountered and not yet completely overcome in the program's development. (Contains 13 references.) (JB)

ED 386 440 SP 036 190

Moore, William P.; Mercer, Cherie

teacher and students than in the eastern systems. Results of the study suggest that school systems may increase student grade level attainment through employment of teachers with postgraduate certification or by encouraging present employees to attain higher educational levels themselves. It also suggests a need for further research in a variety of settings to further substantiate these findings. (Author/JB)

ED 386 456 SP 036 218

Williams, Jeanne; And Others
The Importance of Social Foundations: Teacher Education Curriculum Reform in One Small Private College.
PUB DATE- Feb 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Democratic Values; Educational History; Educational Philosophy; Educational Theories; Elementary Secondary Education; Foundations of Education; Higher Education; *Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- Reform Efforts; *Ripon College WI; *Social Foundations of Education

The Ripon College (Wisconsin) education department is engaged in a major curriculum reform effort to include study in curriculum, pedagogy, and social foundations. In particular, an effective social foundations curriculum is being implemented to engage students in the historical, political, sociological, and philosophical ideas that impact instruction in the U.S. classroom. The social foundations core sequence in the revised curriculum consists of 4 courses totaling 11 credits: School and Society (historical foundations), Human Relations in Education (sociological foundations), Education and the State (political foundations), and Philosophical and Social Issues in Education (an integrative capstone course). The social foundations core is designed to provide a broad knowledge base, to develop skills in the critical analysis of education using the tools of social science and history, and to examine the intersections and conflicts of social foundations perspective with psychological foundations and curriculum and instruction. The core attempts to provide teachers with an academic base for understanding the social function of education and developing an informed democratic citizenry. (Contains 29 references.) (JB)

ED 386 457 SP 036 219

Teets, Sharon T.
Democracy in the Classroom: Foxfire in Action.
PUB DATE- Feb 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (Washington, DC, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizen Role; Democracy; *Democratic Values; Educational Philosophy; Elementary Secondary Education;

measurements made on a single group of subjects on different occasions or under different conditions. In analyzing data of this kind, it is usually of interest to determine which pairs of population means are likely to differ. In this paper, the selection of pairwise multiple comparison procedures for one-way analysis of variance designs is considered, following a discussion of Type I error and power issues as they apply to the testing of multiple hypotheses. Procedures are included which are appropriate when normality or variance homogeneity assumptions are violated. The focus is on procedures that are easy to understand and apply. Single-step procedures are emphasized because of their simplicity and because they allow for the construction of confidence intervals. (Contains 5 tables and 69 references.) (Author)

ED 386 477 TM 024 031

Freedle, Roy; Kostin, Irene
The Prediction of SAT Reading Comprehension Item Difficulty for Expository Prose Passages. PRPC Final Report P/J 969-60.
PUB DATE- Apr 91
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; *Difficulty Level; High Schools; High School Students; Inferences; Multiple Choice Tests; *Prediction; *Reading Comprehension; Regression (Statistics); Test Construction; *Test Items
IDENTIFIERS- Explicit Instruction; Graduate Record Examinations; *Main Idea; *Scholastic Aptitude Test

The primary goal of this project was to examine the predictability of Scholastic Aptitude Test (SAT) reading item difficulty (equated delta) for main idea items, and the predictability of main idea, inference, and explicit statement item types. A secondary purpose was to contrast the responses of high verbal and low verbal ability examinees. Primary attention was paid to studying 110 main idea reading items and their associated passages, but results are also reported for 285 reading items from 34 SAT forms representing a wider range of item types. The percent variance of main idea item difficulty accounted for varied from 46% to 59% depending on the particular analysis. The predictability of all 3 reading item types (n=285) varied from 21% to 29%, depending on the analysis. Results indicated that: (1) multiple-choice reading items are sensitive to variables similar to those reported in the experimental literature on comprehension; (2) many of these variables provide significant independent predictive information in regression analyses; (3) the placement (early versus middle of text) of relevant main idea information affects item difficulty; and (4) considerable agreement between SAT and Graduate Record Examinations reading predictability was found. Nine tables (two in an appendix) present analysis findings. Appendixes contain a glossary, two supplemental tables, and a discussion of scores. (Contains 34 references.) (Author/SLD)

ED 386 478 TM 024 032

Wesley, Scott; And Others
A Knowledge Base for Teacher Licensure: A Comparison of State Requirements, Professional Association Recommendations and Teacher, Teacher Educator, and Administrator Opinions of Teacher Preparation on the Principles of Learning and Teaching.

IDENTIFIERS- Alternative Assessment; *Federated States of Micronesia (Yap); Pacific Region; Pacific Region Educational Laboratory; Performance Based Evaluation

The Yap Classroom Assessment Project is an attempt to introduce new methods of assessment, with an emphasis on performance assessment, into the practices of teachers in the Pacific, integrating the strengths of Yapese culture with children's education. The project, developed by the Pacific Region Educational Laboratory (PREL), concentrates on systemic reform and a sustained training program that trains Micronesian teachers in Yap sequentially and repeatedly over time. The model calls for onsite involvement of teachers throughout Yap, taking services to the schools, and for continuing teacher support. Each of four defined phases involves gradually moving training responsibilities from external resources to the Yap team, including introduction of expanded assessment knowledge and skills, teacher workshops, and finally training teachers independent of the PREL. The ultimate success of an endeavor of this sort depends on community involvement. The people and educators of Yap have demonstrated their involvement, and the training continues, evolving as it grows. (Contains 4 references.) (SLD)

ED 386 498 TM 024 073

Public School Student, Staff, and Graduate Counts by State, School Year 1993-94. Statistics in Brief.
PUB DATE- May 95
NOTE- 10p.; For same statistics for 1992-93, see ED 373 090.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Class Size; *Elementary Secondary Education; *Enrollment; *High School Graduates; National Surveys; Outcomes of Education; *Public Schools; *School Personnel; State Departments of Education; *Teacher Student Ratio
IDENTIFIERS- *State Nonfiscal Survey of Public Elem Sec Educ

Information on student enrollment, staff, and graduates in the public schools is summarized, drawing on information from the State Nonfiscal Survey of Public Elementary and Secondary Education, School Year 1993-94. In the 1993-94 school year, there were 43.4 million students enrolled in public elementary and secondary schools in the 50 states and the District of Columbia. Of these, 24.3 million were in prekindergarten through grade 6, with an additional 18.2 million in grades 7 through 12, and 0.8 million in ungraded classes. California had the largest student enrollment, and the District of Columbia the smallest. About 2.5 million teachers provide instruction for these students. The ratio of total teachers to total students for the nation was 17.4 students per teacher, but this should not be interpreted as average class size since not all teachers are assigned to a class. School staffs included about 451,000 teachers' aides, 33,000 instructional coordinators, 83,000 guidance counselors, and 51,000 school librarians. Some 2,233,000 students received regular high school diplomas during the 1992-93 school year, and an additional 53,000 received other types of diplomas. One figure and four tables present the data. (SLD)

ED 386 499 TM 024 075

Rock, Donald A.; Pollack, Judith M.
Mathematics Course-Taking and Gains in Mathematics Achievement.

ED 386 517 UD 030 583

Klonsky, Michael

Small Schools: The Numbers Tell a Story. A Review of the Research and Current Experiences. The Small Schools Workshop.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.

PUB DATE- 95

NOTE- 24p.; Additional support for the Small Schools Workshop comes from the Joyce Foundation and the McDougal, New Prospects, Relations, and Weiboldt Foundations, and the Woods Fund of Chicago.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Disadvantaged Youth; Dropout Rate; Educational Change; *Educational Environment; Educational Research; Elementary Secondary Education; Inner City; Low Income Groups; Minority Groups; *Professional Autonomy; School Choice; School Restructuring; *School Size; *Small Schools; *Urban Schools; Urban Youth

IDENTIFIERS- *Chicago Public Schools IL

A compelling body of research shows that when students are part of smaller and more intimate learning communities, they are more successful. The latest research demonstrates that small schools, particularly schools of choice, have a measurably positive impact on inner-city students, especially those from minority and low-income families. The tradeoff for the wider selection of courses offered in large schools has been the sacrifice of coherence, intimacy, security, student choice, and teacher autonomy that a small school can offer. In small schools, the level of participation in all activities tends to be higher, and fewer students are marginalized. Research also suggests that restructuring schools can work and that reorganizing schools into smaller units has important benefits for minority and disadvantaged students. Dropout rates appear to decrease as schools get smaller, and the sense of community is enhanced. The experiences of those who have attempted to create smaller schools in the Chicago, Illinois public school system indicate that successful implementation ultimately depends on the adequate accommodation of old and new school structures and on transformation rather than the simple addition of innovative practices. A list of recommended readings is provided to supplement information. (Contains 40 references.) (SLD)

ED 386 518 UD 030 584

Berry, Barnett; And Others

School Reform in Chattanooga. An Independent Report on the Chattanooga Public Schools Middle Grades Reform Initiatives. 1994-1995.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.

PUB DATE- 95

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)

DESCRIPTORS- Academic Achievement; *Community Support; Disadvantaged Youth; *Educational Change; Educational Improvement; Expectation; Grants; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Participation; Program Evaluation; Racial Differences; School Districts; *School

the air simulates a classroom environment. Teachers and students experimented with environmental information through imagination and practice. The second model departed from traditional IRI formats; it developed a soap opera drama which combined an entertaining storyline with environmental information and proposed action in the community. Both programs were broadcast in weekly segments for 28 weeks. This case study explored what was learned in both these experiments and why the switch to drama actually took place. Evaluation data was collected using observation guides, questionnaires, student workshops, and student focus groups. It was discovered that: (1) the serial style of presentation was effective; (2) characters were likable; (3) use of imagination was important; (4) entertainment factor made programs "special"; (5) learning was a continuous process; (6) the number of times information was presented affected comprehension; (7) local beliefs affected comprehension; (8) classroom conditions were important; (9) for some teachers, using radio was an extra burden; (10) baseline studies ensured that the production team knew how to capture children's interest; (11) quality of scripts was extremely important; (12) adults resisted environmental action, even when children were committed to change; and (13) interactivity that incorporated higher level learning was preferable. In conclusion, the experiment has shown that drama can successfully present school subject matter if the story reflects the design teams' in-depth knowledge of the target audience of children and teachers. (MAS) mnemonics outlines strategies such as the methods of places, association, and keyword. The nature of forgetting and memory interference are also discussed. Chapter 3 examines representations of knowledge, including network models of long-term memory; procedural and metacognitive knowledge; the conditions of learning; concepts; prototypes; schemata; scripts; and goals and plans. Graphic representations of knowledge are explored in chapter 4. An introduction to concept mapping is offered, and hypermedia and hypertext are examined in depth. Chapter 5 discusses problem solving in terms of behaviorism, Gestaltism, information processing, solution paths. Methods of problem solving are highlighted: random search strategies, heuristic search strategies, proximity search, means-end analysis, pattern matching, and domain-specific problem solving. Artificial intelligence and expert systems are covered in chapter 6. Chapter 7 explores the history of education and educational media. (Contains 153 references.) (MAS)

Allen, Bryce L., Ed.; Weech, Terry L., Ed.
Critical Issues in Library Management: Organizing for Leadership and Decision-Making. Papers from the Thirty-Fifth Allerton Institute. Occasional Papers, Nos. 198/199.
PUB DATE- Jun 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conference Papers; *Decision Making; *Human Resources; Information Sources; *Leadership; *Library Administration; Library Personnel; *Library Planning; Public Sector; Social Influences; Work Environment
IDENTIFIERS- *Library Directors

This is a collection of six papers on critical issues in library management presented at the annual Allerton Park Conference (35th, October 24-26, 1993) sponsored by the University of Illinois at Urbana-Champaign, Graduate School of Library and Information Science. The first paper, "Learning about Leadership: What Works in Modern Organizations" (Barbara B. Moran) covers current concepts relevant to those seeking to provide leadership in libraries. The second paper, "The Leader as Decision-Maker: When Centralized Decisions Become Imperative" (Herbert S. White) discusses characteristics of the library director and the need for decision-making. The third paper, "Staff as Decision-Makers: The Merits of Decentralized Decision-Making" (Maurice P. Marchant) provides an alternate view of library personnel as important contributors to the decision- making process. The fourth paper, "Making Human Resource Decisions" (Richard E. Rubin) focuses on identifying information sources, as well as psychological and social factors, involved in human resource decisions. The fifth paper, "The Role of Leadership in Planning: A Frank and Candid Analysis of the Realities of Planning in the Public Sector" (Nancy Bolt) examines advantages and disadvantages of five planning processes. The sixth paper, "Remembrances of Things Past" (Tom Eadie) addresses the environment in which leadership and decision-making occurs. All papers contain references. (AEF)

and distributors employ to ensure that quality standards are met? Who is responsible for what part of the process? Eighteen contributors address these questions and more in their discussion of an important issue in today's business world--the quality of information. Fourteen chapters are distributed over five parts which address: (1) database production; (2) the role of the search intermediary; (3) quality testing; (4) liability issues; and (5) the role of user groups. The chapters are: "Information Manufacturing: A Historical View of Quality Engineering" (Stephen E. Arnold); "Standardizing Online Information: An Impossibility?" (Sophie K. Hudnut); "Quality Issues in Information Retrieval: A Publisher Perspective" (Anne Mintz); "Assuring Data Integrity and Quality: A Database Producer's Perspective" (Earl Beutler); "Application of TQM to the Continuous Improvement of Database Production" (Barbara Lawrence and Tony Lenti); "Quality Assurance in the Information Service Environment" (Kristin K. Oberts); "Better Searching Through Better Searchers" (Barbara Quint); "Priorities of Quality" (Carol Tenopir); "Testing the Quality of CD-ROM Databases" (Peter Jacso); "Selected Aspects of Legal Liabilities of Independent Information Professionals" (T. R. Halvorson); "Database Quality and Liability: The UK Campaign" (Sandy Norman); "Evaluating the Quality of Finnish Databases" (Ritva Juntunen); "The Eye of the Beholder" (C. J. Armstrong); and "Quality Issues in the Information Sector: An International Perspective with Particular Reference to the European Scene" (Alan Gilchrist). (MAS)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Community Colleges; Community Involvement; Cooperative Programs; Education Work Relationship; Institutional Cooperation; *Partnerships in Education; *School Business Relationship; *School Community Relationship; *Shared Resources and Services; Two Year Colleges

Community problems are often so immense that community colleges can only respond effectively by forming organizational partnerships. The key to successful partnerships is communication among agencies; once an appreciation of each organization's capabilities is reached, community needs can be identified and responsive strategies can be designed. As resources and expertise are shared in areas of overlapping services, activities and staff time can be focused to expand each agency's original area of service. Other benefits include reduced costs, better use of existing building, staff, equipment, and other resources, non-duplication of services, and lower taxes. Before organizational partnerships can occur, however, there must be a mutual belief in the need for a partnership; an understanding of each party's needs and constraints; an understanding of each partner's role; an appreciation of the structure, staff partners, funding and size of the other partner; a continued focus on mutual benefits; developed strategies; an awareness of existing commitments; mutually developed goals and measurable objectives; and periodic evaluation of partnership agreements. Partnerships currently in place in North Carolina include: (1) Mitchell Community College and Morresville Graded Schools share typing classrooms and a computer center; (2) Caldwell Community College and Caldwell County are partners in a campaign to raise funds to construct a civic/performing arts center; (3) Catawba Valley Community College developed a horticulture technology program with the help of local business owners; (4) Wilkes Community College Small Business Center works in partnership with state and local government, colleges, universities, financial institutions, accountants, attorneys, and other private enterprises in promoting assistance to small business firms; and (5) Gaston College in partnership with Lincoln County schools and the Economic Development Commission of Lincoln County, provides specialized technical and vocational lessons for 11th and 12th graders. Contains six references. (KP) measured by articulation arrangements with other campuses and level of student preparation; (6) linkages with high schools to ensure adequate preparation of graduates, measured by numbers of arrangements; (7) convenient schedules measured by course offering distributions; (8) as low as possible student fees, measured by charges and costs per student; and (9) community involvement in decision-making processes, measured by processes in place to include groups. (Steps for implementing the expectations from 1993-96 are included.) (KP)

Scale (Holmes and Rahe); Wallerstein (Judith S)

Many researchers have cited the trauma of divorce as being second only to that incurred by the death of child. Yet divorce does not mean the end of a family or of parenting responsibilities. This book focuses on co-parenting and how real divorced parents attempt to make a "family apart" function successfully. The stories and quotes were taken from a questionnaire involving 112 adults and 34 children dealing with co-parenting and post-divorce relationships. In addition, personal experiences with divorce and co-parenting are given as examples. Although there is no formula for successful co-parenting, the book describes ten "keys" to sound parenting. Following a chapter describing how the book came about, the subsequent ten chapters deal with each of these ten keys. The chapter titles, followed by their respective keys, are: (1) "Getting through the Fire"--Heal yourself after a divorce; (2) "Growing Up after a Divorce"--Act maturely; (3) "A Delicate Balance"--Listen to your children; (4) "Bad Spouse/Good Parent"--Respect each other as parents; (5) "New Families/New Forms"--Divide parenting time; (6) "The Business of Co-Parenting"--accept each other's differences; (7) "The Parental Hotline"--Communicate about (and with) the children; (8) "The Mix-'n'-Match Parent"--Step outside traditional gender roles; (9) "Going with the Flow" --Anticipate and accept change; and (10) "'Til Death Do You Part"--Know that co-parenting is forever. A final chapter provides a personal postscript on divorce as a social phenonemon and the rise of joint parenting. Three appendices contain the "Families Apart" questionnaire, a sample parenting agreement, and a list of additional resources on divorce, conflict management, parenting, and career networking. (BGC)

The book contrasts society's denigration of the traditional father with the glorification of the new "like mom" father, pointing out the shortcomings of this redefinition. The book then examines characteristics of five "almost fathers" and the debilitating effects of these roles. Finally, the book explores the ideal of the Good Family Man and outlines a plan for rediscovering the goal of "a father for every child." The book is divided into 12 chapters as follows: (1) "The Diminishment of American Fatherhood"; (2) "Fatherless Society"; (3) "The Lost Idea"; (4) "The Unnecessary Father"; (5) "The Old Father"; (6) "The New Father"; (7) "The Deadbeat Dad"; (8) "The Visiting Father"; (9) "The Sperm Father"; (10) "The Stepfather and the Nearby Guy"; (11) "The Good Family Man"; and (12) "A Father for Every Child." (BGC)

ED 386 285 PS 023 435

Singer, Dorothy G.; Singer, Jerome L.
The House of Make-Believe: Children's Play and the Developing Imagination.
PUB DATE- 90
NOTE- 346p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; Biographies; Childhood Attitudes; Children; Cognitive Development; *Creative Development; *Emotional Development; *Fantasy; *Imagination; Mass Media Effects; *Pretend Play; *Role Playing; Socialization; Television Viewing
IDENTIFIERS- *Playfulness; Play Learning; Play Style; Reality

Combining a scientific and a humanistic approach in a series of essays that draw on both clinical and literary data, this book examines how imaginative play begins and how it develops. From the infant's first smiles and peekaboo games to the toddler's exploration of objects and participation in symbolic and social pretend play, the book traces the development of the imagination in the young child's invocation of imaginary friends and fabrication of imaginary worlds; the adolescent's daring, rule-governed games; and the adult's private imagery and inner thought. The examples and detailed review of the research show that children's make-believe continues, if less overtly, into adulthood in secret societies, Mardi Gras costumes, and Renaissance fairs, for example, and that a well-exercised imagination enriches adult life. Selected examples from the childhoods of famous, or nearly famous, and of less well-known people who simply wished to record their life experience, are used in the examination of the origins, the determinants, and the manifestations of the human imagination in childhood and early adolescence. Additional issues discussed are the relationship of television and imagination, the healing function of play, and the developmental role of playfulness and creativity throughout the lifespan. (AA)

Child Development Services (ICDS) program in India. This document overviews the ICDS and how better use could be made of World Food Programme (WFP) food aid along with the ECE component, including the aspect of providing education to mothers and adolescent girls. The report notes that the WFP has provided support to ICDS since March 1976; the other main donor supporting ICDS is the American organization, CARE. Also noted is India's long history of interest in early childhood education, going back to the early twentieth century, although significant outreach to poorer communities began only with the launching of ICDS. Following an introduction, part 2 of the report describes the state of education in India. Part 3 details ICDS objectives, philosophy, organization, funding, and other support from WFP and other sources. This section also describes the Anganwadi Centres, the main form of outreach of ICDS, which create links with schools, local women's groups, and village councils. Part 4 covers issues of the early childhood component of ICDS, including the debate over the "quantity versus quality" of the program. Part 5 describes the following basic ideas behind the program: (1) learning begins at birth; (2) mothers need to be recognized, supported, and educated, because of their direct impact on children; and (3) the Indian cultural practices of breast-feeding, physical contact, and play help babies gain warmth, security, and responsiveness to others. The WFP's nutritional support is described in part 6, which asserts the need for more help from WFP in the area of childhood education. Part 7 lists 10 recommendations for improving administration of ICDS. Contains 20 references. (BGC)

These Congressional hearing transcripts present testimony on the need to encourage parent involvement in children's education, focusing on national and local programs and activities designed to promote such involvement. Testimony was heard from: (1) Senators Christopher J. Dodd and James M. Jeffords; (2) Secretary of Education Richard W. Riley; (2) the chair of the National Coalition for Parental Involvement in Education; (3) a mother and her 11th-grade daughter; (4) the executive director of the Vermont Chamber of Commerce's business-education partnership; (5) a mother of three children; and (6) a high school principal. The prepared statements of four of the witnesses and related materials are appended. (MDM)

ED 386 322 PS 023 577

Washington, Valora; Bailey, Ura Jean Oyemade
Project Head Start: Models and Strategies for the Twenty-First Century. Garland Reference Library of Social Science. Source Books on Education, Volume 38.
PUB DATE- 95
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Disadvantaged Environment; *Disadvantaged Youth; Educational Cooperation; *Educational History; Human Services; Intervention; Parent Participation; Politics of Education; *Preschool Children; Preschool Education; Program Effectiveness; Shared Resources and Services
IDENTIFIERS- *Project Head Start

Head Start, the nation's largest early childhood intervention, has enjoyed public and political support. The program has also been haunted by persistent questions about its role in communities, its sustainable impacts, and its quality. This book discusses the past, present, and future of Head Start in the hope of creating better partnerships between government institutions and the staff and volunteers of the program. The book is divided into three sections. The first section discusses the program's achievements and its activities. Included in this section are chapters on images, both positive and negative, of Head Start; Head Start's strengths; and the program's history. The second section discusses models and strategies for Head Start in the 21st century. Included in this section are chapters on options for Head Start, the program's role in working with parents in general and fathers/men in particular, and the social conditions which challenge the program. The third section details specific issues facing the program. Included in this section is an overview of Head Start which discusses program quality, expansion issues, staff development, questions for evaluation and research, and recommendations for the future. Contains 208 references, many of which are annotated. (JW) year, so it is likely that guaranteed funding commitments for K-12 education will result in reductions in other state budget areas. While the new school funding distribution formula closes the funding gap between the highest- and lowest-spending school districts from $7,600 per pupil to $6,200, the funding gap will continue to exist. (TD)

ED 386 341 RC 020 079

Pulver, Glen C.
Elements of a Sustainable Rural Policy.
PUB DATE- Jan 95
NOTE- 11p.; In: Increasing Understanding of Public Problems and Policies, 1994. National Public Policy Education Conference; see RC 020 070.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *Futures (of Society); *Policy Formation; Politics; *Public Policy; *Quality of Life; *Rural Areas; Rural Development; Rural Economics; Rural Urban Differences; Sociocultural Patterns; *Sustainable Development

If a new and effective rural policy is to be crafted, policymakers must realize that rural America has changed a great deal in recent years. To be sustainable, rural policy must be flexible enough to accommodate continuing changes in global structure; be sufficiently targeted to address the unique concerns found in diverse rural situations; provide for long-term improvement in human living standards through natural resource management, technological innovation, and institutional change; and attract political support from both rural and urban residents. This will require more active participation and cooperation in policy formulation by citizens of the wider rural community; increased interaction between rural and urban policymakers; and more holistic consideration of investments in production, ecological, and institutional innovation. Farmers, timber workers, and miners will need to seek common ground and build alliances with others who have broader agendas (rural developers, environmentalists, human rights activists). Public and private sector scientists with an interest in agriculture, the environment, and other rural related issues will need to collaborate more in order to be fully aware of the broader consequences of their work. Consequently, the charting of a new and more sustainable rural policy poses a tremendous challenge for everyone concerned about the future well-being of rural America. A national policy focusing on continuing education and technical assistance for local decision makers would cost relatively little and could serve as the foundation for sound sustainable development. (TD) training, special projects developed by each community group, and a process of reflection on program development designed to integrate literacy education with other community empowerment activities. (SV)

ED 386 358 RC 020 250

Infante R., Isabel; Letelier G., Eugenia
Popular Education for Peasant Communities in Chile. Chapter 21.
PUB DATE- 94
NOTE- 15p.; In: Alpha 94: Literacy and Cultural Development Strategies in Rural Areas; see RC 020 235.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Community Action; Community Development; *Consciousness Raising; Culturally Relevant Education; *Development Communication; Foreign Countries; Group Unity; Indigenous Populations; *Literacy Education; Radio; *Rural Education; Rural Population
IDENTIFIERS- *Chile; *Popular Education

The rural population of Chile has been served poorly by the formal educational system, rural educational attainment lags behind that of urban areas, and outmigration and alienation of rural youth are high. In the past decade, popular education has attempted to educate rural people and put them in control of their destinies by drawing on popular knowledge and culture and giving them a critical orientation. The education and self-expression program for peasant communities originated around 1985 in Chiloe (southern Chile) where most of the inhabitants are Huilliches, an indigenous people. Within the program, 17 groups of small rural landholders discussed concrete themes and problems of everyday life; organized themselves to settle problems; and communicated aspects of this process of reflection, discussion, and organization through a radio program and a bimonthly bulletin. The radio program developed a large audience that responded to broadcasts by mail, recounting their own community activities and discussing or expanding on program themes. Such communication is an integral part of the process of developing a critical consciousness, refining a world view, and transforming it into a basis for action. Several elements that are related to horizontal multilateral communication are increased self-esteem, valuing the spoken word, valuing personal experience and culture, development of a group spirit, and emphasis on collective learning. These elements reinforce the group in its collective problem-solving actions. (SV) population. The second activity uses the same procedure but substitutes students within the school population for the animal crackers. Provides worksheets with data tables and instructions for calculation of population estimates. (LZ)

ED 386 378 SE 056 369

Risk Assessment and Energy Choices. Grades 9-12.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Decision Making; Environmental Education; Graphs; High Schools; *Learning Activities
IDENTIFIERS- *Energy Sources; Environmental Impact; Mathematics Activities; Ranking; *Risk Assessment

This brochure contains an activity for grades 9-12 that involves students in an examination of real versus perceived risks. Students perform a risk factor analysis, and evaluate benefits and risks of energy sources. The activity can be conducted by individuals or small groups. Students rank a series of life-threatening risks and compare them to other classmates or groups and average the results. The class rankings are compared to rankings created by several professional groups and the actual number of deaths per risk factor in 1982. Students quantify the perceived risk factor associated with each risk and plot the results on a "Risk Factor Analysis Plot Grid." Finally, students apply the method to an analysis of energy decisions related to energy sources and their risks. Teacher instructions provide 10 reference materials and 8 resources, background information, procedure for the activity, discussion questions, and extensions. Worksheets are included. (LZ)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Comparative Education; *Educational History;
Foreign Countries; Global Education; Higher Education;
International Cooperation; International Education;
International Programs; *Peace; Secondary Education
IDENTIFIERS- Denmark; *Manniche (Peter); *Peace Education

Peter Manniche (1880-1981) founded the International People's College, Helsingor, Denmark, in 1921 as an experiment in peace education, "a miniature League of Nations." It is a folk high school, and in many ways from its inception up to today is still in the maintenance of the Grundtvigian folk high school, except that it is the only Danish folk high which teaches English and that it is specifically international in emphasis, reflected in the content of the curriculum and the composition of the staff. This paper explores Manniche's educational ideas, and how they were put into practice through curriculum, teaching, and daily life of the college. The history of the college since Manniche's retirement is briefly brought up to date. More than 50,000 students have participated in the college courses, and in 1988 the college was designated a "Peace Messenger" by the United Nations. Schools founded with a specific peace and international understanding emphasis are not common, and by examining International People's College, which celebrates its 75th anniversary in 1996, a contribution can be made to understanding peace education in practice. (RJC)

Educational Policy and Practice. The Strategic Management of the Classroom Learning Enterprise Research Series.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Research; Class Size; Cultural Differences; *Educational Policy; Elementary Education; Elementary School Teachers; Ethnicity; Expenditure per Student; *Instructional Effectiveness; Public Schools; Sex Role; Socioeconomic Status; *Teacher Effectiveness; *Teacher Qualifications; Teacher Salaries; Teaching Experience; Teaching Skills
IDENTIFIERS- *Diversity (Student); Teacher Knowledge; *Texas

This study investigated the relationship between classroom student diversity (how students differ in their attributes, educational requirements, learning styles) and teacher capacity (skills, abilities, knowledge) to student performance in Texas public schools. Teacher ethnicity and gender, class size, and classroom per pupil expenditure were explored to determine what classroom student diversity/teacher capacity combinations could be suggested to maximize overall classroom student performance for kindergarten through sixth grade. Major findings include: (1) teacher certification and written competency exams for elementary certification do not predict teacher quality in the classroom; (2) no differences in classroom student performance exist between teachers with bachelors degrees and teachers with masters degrees; (3) teacher classroom experience is the most important source of teacher capacity; (4) 6 to 7 years of classroom experience are needed to fully develop the skills and knowledge of a teacher, and teachers peak in their classroom effectiveness after 18 to 19 years of teaching; (5) students are systematically assigned to classrooms based on a teacher's tenure, e.g., novice teachers get harder classroom student assignments while more experienced teachers receive easier assignments; (6) Hispanic and African American teachers are able to maximize student performance for classrooms where the teacher's ethnicity is dominant among the classroom student population; (7) a student's socioeconomic status continues to be a major determinant of student achievement; (8) no differences in student performance have been noted among limited English proficiency, English as a Second Language, and regular classrooms; (9) no differences in student performance have been noted between inclusion and non-inclusion classrooms; and (10) a class size of 13 is recommended to maximize gains in student performance; however to expand the use of a teacher's capacity without negative effect to gains in student performance, a class size of 22 is acceptable. Recommendations for educational policy and practices are included with each finding. (ND)

The Role of Teachers in the Development of the National Educational Research Agenda: Is Anyone in Washington Listening?

SPONS. AGENCY- Kansas State Board of Education, Topeka.
PUB DATE- Apr 95
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Administrators; Educational Administration; Educational Research; Elementary School Teachers; Elementary Secondary Education; National Surveys; Public Agencies; Research Administration; Research Needs; Secondary School Teachers; *Teacher Attitudes; *Teacher Motivation; *Teacher Participation; Teacher Role
IDENTIFIERS- Goals 2000; Office of Educational Research and Improvement; *Teacher Researchers

This study explored whether classroom teachers were involved in research, what role teachers should play in educational research, and what educational issues teachers think should be addressed in a newly restructured educational research infrastructure. The project included more than 6,000 educators nationwide with the majority in the Midwest. Data were obtained from educators in 30 of 51 states and 2 territories. In Kansas, 278 of 315 school districts were represented in the final sample of 1,688 state administrators, superintendents, principals, and classroom teachers. Conclusions from the study of educator involvement in local and national educational research are as follows: the vast majority of teachers were not contributing to the knowledge base in education through participation in research studies or in conducting studies; of all groups of educators, teachers were the least supportive of actions that would include research activities in their everyday responsibilities in the preservice training of future teachers; research should be aimed at finding effective instructional strategies, changing student variables, improving assessment methods, improving early childhood education, and helping with educational solutions to social problems. Also, most did not think the Goals 2000 could be achieved. Eight tables and six figures present the data. (Contains 18 references.) (JB)

*Instructional Innovation; Social Influences; Student Role; Teacher Role; *Teaching Methods
IDENTIFIERS- *Foxfire

The Foxfire approach may be an example of how elementary and secondary students can be prepared by their education to live in a democracy. Core practices of the Foxfire approach include: work initiated by student interest and desire; active involvement in planning, implementing, and evaluating all learning activities; peer teaching and collaboration; teachers serving as leaders and facilitators rather than as the sole source of all information and authority; attention to aesthetic experiences; an audience for student work beyond the classroom; community involvement; ongoing rigorous evaluation of all activities; academic integrity; interdisciplinary connections; and reflection. Many teachers incorporate Foxfire gradually into their teaching practice while others plunge in all at once. One second-grade teacher worked with students to decide where writing appeared in the "real world." Her students chose to study stickers and eventually explored where stickers were sold and manufactured, wrote to sources requesting information, wrote a funded grant proposal, took pictures to illustrate a book of stories they had written, printed a book, and made presentations about their work to colleges classes. One result of training in the Foxfire approach is that teachers become more thoughtful about teaching and about life in general. The teacher begins to incorporate more of the core practices in the daily practice of living in the classroom. Through the active solving of real, day to day problems, the students become prepared for living effectively in a democracy, because their classroom has acquired at least some features of a democracy. Contains eight references. (JB)

PUB DATE- Jan 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; Educational Assessment; Elementary Secondary Education; Job Analysis; *Knowledge Base for Teaching; *Licensing Examinations (Professions); Professional Associations; Standards; *State Legislation; *Teacher Certification; Teacher Evaluation; *Test Construction
IDENTIFIERS- Large Scale Programs

The Educational Testing Service is currently engaged in a large-scale development project related to teacher licensure. This project will develop a new generation of assessments for licensing beginning teachers, based on two research projects. One is Project CHART, an effort to identify state requirements for licensure in all subject areas currently being taught in elementary, middle, and secondary schools. This project is also identifying recommended standards for teacher preparation established by professional organizations. The second project is a series of job analysis studies aimed at identifying what teacher candidates and new teachers should know and should be able to do. The results of Project CHART are compared with the results of the job analysis in one area, "General Principles of Teaching and Learning," an assessment that focuses on pedagogical principles that cross subject matter and grade boundaries. Results indicate considerable agreement among states, professional associations, and the members of the educational community. Areas of disagreement are explored, along with their implications for teacher preparation and the development of a knowledge base for teacher education. (Contains 5 tables and 15 references.) (SLD)

Statistics in Brief.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- May 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Gains; *Course Selection (Students); *Educational Attainment; High Schools; *High School Students; Junior High Schools; Junior High School Students; Longitudinal Studies; *Mathematics Achievement; Problem Solving; Research Methodology
IDENTIFIERS- *National Education Longitudinal Study 1988

This brief report documents growth in mathematics achievement during the high school years and its relationship to differential course taking in mathematics. Data are taken from the National Education Longitudinal Study of 1988 (NELS:88), which was designed to monitor the transition of the nation's 1988 eighth graders as they progress from junior to senior high school and on to postsecondary education and the world of work. Analyses were based on slightly more than 10,000 NELS:88 students. It was found that slightly over 61% of high school students do not go beyond the algebra 2/geometry level of coursework, and only approximately one of nine students takes a calculus course in high school. About one in four never goes beyond algebra 1. Growth in mathematics achievement appears to be greater in the first two years of high school compared to the last 2 years. Students who take the more advanced courses show greater gains in mathematics, and, after they move to the precalculus level, they show greater gains in conceptual understanding and problem solving skills. A technical appendix reviews survey methodology. Four figures and four tables present survey findings. (Contains nine references.) (SLD)

Restructuring; Standards; *Urban Schools
IDENTIFIERS- *Chattanooga Public Schools TN; Edna McConnell Clark Foundation; *Reform Efforts

The Chattanooga (Tennessee) public schools are building a national reputation for the work they are doing to improve the city's schools. The Edna McConnell Clark Foundation, which has promised substantial grants for the reform of urban middle school education in Chattanooga, asked the Southern Education Foundation, through its Focused Reporting Project, to follow the school district's efforts and to report on its progress toward its goals. The evaluating team spent considerable time in 3 of the district's 11 middle schools and reports on its findings in this collection of brief notes. The plan for middle school improvement in Chattanooga is complicated, but it takes into account the essentials of high content of challenging material; high expectations of student achievement; and high support from parents, teachers, and the community. Of particular note is a discussion of how race and social class influence reform, focusing on two existing and one planned magnet schools and their commitments to diversity. Middle schools are the forgotten schools in many cities, but in Chattanooga, the importance of good middle schools, especially for disadvantaged students, is recognized. One aspect of the reforms is the merger of county and city schools. While many residents are concerned about this change, others believe that it is an opportunity to build a world class school system, using the merger as a way to focus the community on what it really wants in the schools. The middle school reforms that have begun in the city, with their emphasis on high content standards, high expectation, and high support, have the potential to influence the merged system to work toward the same goals. As the middle school reform effort continues, a number of barriers are being identified in the schools and the central office. Professional development is essential in overcoming these barriers, and the leadership of principals is critical in encouraging professional development and a focus on student performance. New models of accountability and new ways of assessment are being developed to support the new approaches to education. One figure illustrates district achievement gains to date. (SLD)

ED 386 519   UD 030 586

Dunkle, Margaret
Linking Schools with Health & Social Services. Perspectives from Thomas Payzant on San Diego's New Beginnings. Special Report #2.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Ancillary School Services; *Educational Change; Educational Policy; Elementary Secondary Education; *Integrated Services; Program Evaluation; *Program Implementation; Psychological Services; School Recreational Programs; Urban Schools
IDENTIFIERS- Payzant (Thomas W); Reform Efforts; *San Diego County Department of Education CA; San Diego Unified School District CA

In August 1993 the Policy Exchange of the Institute for Educational Leadership held a seminar with an individual who was able to provide the perspectives of both educational practitioner and federal policy maker. Thomas Payzant, previously the superintendent of the San Diego (California)

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SP - Teaching and Teaching Education (continue)

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TM - Assessment and Evaluation

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CG - Counseling and Student Services

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CG026416	ED385815//
CG026418	ED385816//

CS - Reading, English, and Communication

CS012195	ED385817
CS012211	ED385818//
CS012219	ED385819
CS012222	ED385820
CS012223	ED385821
CS012224	ED385822
CS012225	ED385823
CS012227	ED385824
CS012228	ED385825
CS012229	ED385826
CS012230	ED385827
CS012231	ED385828
CS012232	ED385829
CS012233	ED385830
CS012235	ED385831
CS012236	ED385832
CS012240	ED385833//
CS012241	ED385834//
CS012243	ED385835//
CS214946	ED385836//
CS214977	ED385837
CS214978	ED385838
CS214979	ED385839
CS214980	ED385840
CS214981	ED385841
CS214982	ED385842
CS214983	ED385843
CS214990	ED385844
CS214992	ED385845
CS214993	ED385846
CS214994	ED385847
CS214995	ED385848
CS214996	ED385849
CS214997	ED385850
CS214998	ED385851

CS215001	ED385852
CS215002	ED385853
CS215004	ED385854
CS215005	ED385855
CS215006	ED385856
CS215007	ED385857
CS215009	ED385858//
CS215010	ED385859
CS215011	ED385860
CS215021	ED385861//
CS215022	ED385862//
CS508976	ED385863
CS508990	ED385864
CS508991	ED385865
CS508992	ED385866
CS508994	ED385867
CS508995	ED385868
CS508996	ED385869
CS508997	ED385870
CS508999	ED385871
CS509000	ED385872
CS509001	ED385873
CS509002	ED385874
CS509003	ED385875
CS509004	ED385876
CS509005	ED385877
CS509006	ED385878
CS509007	ED385879
CS509009	ED385880//
CS509010	ED385881//
CS509011	ED385882//
CS509012	ED385883
CS509015	ED385884
CS509016	ED385885
CS509017	ED385886
CS509019	ED385887
CS509021	ED385888
CS509026	ED385889
CS509030	ED385890

EA - Educational Management

EA026762	ED385891
EA026820	ED385892
EA026824	ED385893
EA026830	ED385894//
EA026832	ED385895
EA026873	ED385896
EA026903	ED385897
EA026906	ED385898
EA026919	ED385899
EA026921	ED385900
EA026922	ED385901
EA026923	ED385902
EA026925	ED385903
EA026927	ED385904
EA026928	ED385905
EA026929	ED385906
EA026930	ED385907
EA026931	ED385908
EA026932	ED385909//
EA026933	ED385910
EA026934	ED385911
EA026935	ED385912

EA026936	ED385913
EA026937	ED385914
EA026938	ED385915
EA026940	ED385916
EA026941	ED385917
EA026942	ED385918
EA026944	ED385919
EA026945	ED385920
EA026946	ED385921
EA026947	ED385922
EA026948	ED385923
EA026950	ED385924
EA026951	ED385925
EA026952	ED385926
EA026953	ED385927
EA026955	ED385928
EA026956	ED385929
EA026958	ED385930
EA026959	ED385931
EA026960	ED385932
EA026961	ED385933
EA026962	ED385934
EA026963	ED385935
EA026964	ED385936
EA026965	ED385937
EA026967	ED385938
EA026968	ED385939
EA026969	ED385940
EA026970	ED385941
EA026974	ED385942
EA026975	ED385943
EA026977	ED385944
EA026979	ED385945
EA026980	ED385946
EA026982	ED385947
EA026983	ED385948
EA026984	ED385949
EA026985	ED385950
EA026986	ED385951
EA026987	ED385952
EA026988	ED385953
EA026989	ED385954
EA026990	ED385955
EA026995	ED385956
EA026997	ED385957
EA026998	ED385958

EC - Disabilities and Gifted Education

EC304063	ED385959
EC304138	ED385960
EC304146	ED385961
EC304148	ED385962
EC304155	ED385963
EC304157	ED385964
EC304159	ED385965
EC304160	ED385966
EC304161	ED385967
EC304162	ED385968
EC304163	ED385969
EC304164	ED385970
EC304165	ED385971
EC304166	ED385972
EC304167	ED385973

EC304168	ED385974
EC304170	ED385975
EC304171	ED385976
EC304172	ED385977
EC304174	ED385978
EC304177	ED385979
EC304178	ED385980
EC304179	ED385981
EC304181	ED385982
EC304183	ED385983
EC304184	ED385984
EC304186	ED385985
EC304187	ED385986
EC304188	ED385987
EC304189	ED385988
EC304191	ED385989
EC304192	ED385990
EC304193	ED385991
EC304194	ED385992
EC304195	ED385993
EC304196	ED385994
EC304197	ED385995//
EC304198	ED385996
EC304199	ED385997
EC304200	ED385998
EC304201	ED385999//
EC304202	ED386000
EC304203	ED386001
EC304204	ED386002
EC304205	ED386003
EC304206	ED386004
EC304207	ED386005
EC304208	ED386006
EC304209	ED386007
EC304210	ED386008
EC304211	ED386009
EC304212	ED386010
EC304213	ED386011
EC304215	ED386012
EC304216	ED386013//
EC304217	ED386014//
EC304218	ED386015
EC304219	ED386016
EC304220	ED386017
EC304295	ED386018

FL - Language and Linguistics

FL022834	ED386019
FL023056	ED386020
FL023058	ED386021
FL023059	ED386022
FL023060	ED386023
FL023087	ED386024
FL023161	ED386025
FL023168	ED386026
FL023177	ED386027
FL023186	ED386028
FL023187	ED386029
FL023188	ED386030
FL023189	ED386031
FL023190	ED386032
FL023191	ED386033
FL023192	ED386034

FL023193	ED386035//
FL023194	ED386036
FL023195	ED386037
FL023197	ED386038
FL023198	ED386039
FL023200	ED386040
FL023201	ED386041
FL023205	ED386042
FL023206	ED386043
FL023207	ED386044
FL023208	ED386045
FL023210	ED386046
FL023211	ED386047
FL023212	ED386048
FL023213	ED386049
FL023214	ED386050
FL023215	ED386051
FL023216	ED386052
FL023217	ED386053
FL023218	ED386054
FL023219	ED386055
FL023220	ED386056
FL023221	ED386057
FL023222	ED386058
FL023223	ED386059
FL023225	ED386060
FL023226	ED386061
FL023227	ED386062
FL023228	ED386063
FL023229	ED386064
FL023230	ED386065
FL023231	ED386066
FL023232	ED386067
FL023233	ED386068
FL800857	ED386069
FL801069	ED386070
FL801070	ED386071
FL801071	ED386072
FL801072	ED386073
FL801073	ED386074
FL801074	ED386075
FL801075	ED386076

HE - Higher Education

HE028479	ED386077
HE028480	ED386078//
HE028481	ED386079
HE028482	ED386080
HE028483	ED386081
HE028484	ED386082
HE028485	ED386083
HE028486	ED386084//
HE028487	ED386085
HE028488	ED386086
HE028489	ED386087
HE028490	ED386088
HE028491	ED386089
HE028492	ED386090
HE028493	ED386091
HE028494	ED386092
HE028495	ED386093
HE028496	ED386094
HE028497	ED386095

HE028498	ED386096//
HE028505	ED386097
HE028506	ED386098
HE028507	ED386099
HE028508	ED386100
HE028509	ED386101
HE028510	ED386102
HE028511	ED386103
HE028512	ED386104
HE028513	ED386105
HE028514	ED386106
HE028515	ED386107
HE028516	ED386108
HE028517	ED386109
HE028518	ED386110//
HE028519	ED386111
HE028520	ED386112
HE028521	ED386113
HE028522	ED386114
HE028523	ED386115
HE028524	ED386116
HE028525	ED386117
HE028526	ED386118
HE028527	ED386119
HE028528	ED386120
HE028529	ED386121//
HE028530	ED386122
HE028531	ED386123
HE028532	ED386124
HE028533	ED386125
HE028534	ED386126
HE028535	ED386127
HE028536	ED386128
HE028537	ED386129
HE028538	ED386130//
HE028539	ED386131
HE028540	ED386132
HE028541	ED386133
HE028542	ED386134
HE028543	ED386135
HE028544	ED386136
HE028545	ED386137
HE028546	ED386138
HE028547	ED386139
HE028548	ED386140//

IR - Information and Technology

IR017099	ED386141
IR017124	ED386142
IR017242	ED386143
IR017251	ED386144
IR017261	ED386145
IR017262	ED386146
IR017263	ED386147
IR017264	ED386148
IR017266	ED386149
IR017267	ED386150
IR017268	ED386151
IR017269	ED386152
IR017270	ED386153
IR017275	ED386154
IR017276	ED386155
IR017277	ED386156

IR017278	ED386157
IR017280	ED386158//
IR017284	ED386159
IR017285	ED386160
IR017287	ED386161
IR017288	ED386162
IR017291	ED386163
IR017292	ED386164
IR017293	ED386165
IR017294	ED386166//
IR017295	ED386167
IR017296	ED386168
IR017297	ED386169
IR017298	ED386170
IR017299	ED386171
IR055560	ED386172
IR055567	ED386173
IR055570	ED386174
IR055572	ED386175
IR055583	ED386176
IR055589	ED386177
IR055590	ED386178
IR055591	ED386179
IR055592	ED386180
IR055593	ED386181
IR055594	ED386182
IR055595	ED386183
IR055596	ED386184
IR055597	ED386185//
IR055598	ED386186
IR055599	ED386187
IR055600	ED386188
IR055601	ED386189//
IR055604	ED386190
IR055605	ED386191
IR055606	ED386192
IR055607	ED386193
IR055608	ED386194
IR055610	ED386195
IR055611	ED386196
IR055612	ED386197
IR055613	ED386198
IR055614	ED386199//
IR055615	ED386200//
IR055616	ED386201//
IR055617	ED386202
IR055620	ED386203
IR055621	ED386204
IR055622	ED386205
IR055623	ED386206
IR055624	ED386207
IR055625	ED386208
IR055647	ED386209//
IR055648	ED386210//
IR055649	ED386211//
IR055650	ED386212//
IR055651	ED386213//
IR055654	ED386214//
IR055655	ED386215//
IR055656	ED386216//
IR055658	ED386217
IR055659	ED386218

JC - Community Colleges

JC950388	ED386219
JC950390	ED386220
JC950391	ED386221
JC950396	ED386222
JC950411	ED386223
JC950412	ED386224
JC950413	ED386225
JC950414	ED386226
JC950415	ED386227
JC950416	ED386228
JC950417	ED386229
JC950418	ED386230
JC950420	ED386231
JC950421	ED386232
JC950423	ED386233
JC950424	ED386234
JC950426	ED386235
JC950427	ED386236
JC950428	ED386237
JC950429	ED386238
JC950430	ED386239
JC950431	ED386240
JC950432	ED386241
JC950433	ED386242
JC950434	ED386243
JC950435	ED386244
JC950436	ED386245
JC950437	ED386246
JC950438	ED386247
JC950439	ED386248
JC950440	ED386249
JC950442	ED386250
JC950443	ED386251
JC950444	ED386252
JC950445	ED386253
JC950446	ED386254
JC950447	ED386255
JC950448	ED386256
JC950449	ED386257
JC950450	ED386258
JC950451	ED386259
JC950452	ED386260
JC950457	ED386261

PS - Elementary and Early Childhood Education

PS022357	ED386262//
PS022360	ED386263//
PS022745	ED386264//
PS022790	ED386265//
PS022840	ED386266
PS022945	ED386267//
PS023071	ED386268//
PS023137	ED386269
PS023149	ED386270
PS023192	ED386271
PS023200	ED386272
PS023227	ED386273
PS023294	ED386274
PS023322	ED386275
PS023331	ED386276
PS023334	ED386277//
PS023387	ED386278//

PS023388	ED386279
PS023403	ED386280
PS023410	ED386281
PS023412	ED386282
PS023413	ED386283
PS023426	ED386284//
PS023435	ED386285//
PS023437	ED386286//
PS023460	ED386287
PS023468	ED386288
PS023482	ED386289//
PS023487	ED386290
PS023488	ED386291
PS023496	ED386292//
PS023508	ED386293
PS023509	ED386294
PS023510	ED386295
PS023511	ED386296//
PS023512	ED386297
PS023518	ED386298
PS023520	ED386299
PS023522	ED386300//
PS023523	ED386301
PS023530	ED386302//
PS023534	ED386303
PS023535	ED386304
PS023536	ED386305
PS023537	ED386306
PS023538	ED386307//
PS023539	ED386308//
PS023541	ED386309
PS023542	ED386310//
PS023543	ED386311
PS023544	ED386312
PS023553	ED386313
PS023555	ED386314
PS023556	ED386315
PS023557	ED386316
PS023561	ED386317
PS023567	ED386318//
PS023570	ED386319
PS023573	ED386320
PS023575	ED386321
PS023577	ED386322//
PS023579	ED386323
PS023580	ED386324
PS023582	ED386325
PS023586	ED386326
PS023620	ED386327
PS023630	ED386328
PS023631	ED386329
PS023632	ED386330
PS023670	ED386331

RC - Rural Education and Small Schools

RC020070	ED386332
RC020071	ED386333
RC020072	ED386334
RC020073	ED386335
RC020074	ED386336
RC020075	ED386337
RC020076	ED386338
RC020077	ED386339

RC020078	ED386340
RC020079	ED386341
RC020182	ED386342
RC020235	ED386343
RC020236	ED386344
RC020237	ED386345
RC020238	ED386346
RC020239	ED386347
RC020240	ED386348
RC020241	ED386349
RC020242	ED386350
RC020243	ED386351
RC020244	ED386352
RC020245	ED386353
RC020246	ED386354
RC020247	ED386355
RC020248	ED386356
RC020249	ED386357
RC020250	ED386358
RC020254	ED386359
RC020255	ED386360
RC020256	ED386361
RC020259	ED386362
RC020260	ED386363//
RC020271	ED386364
RC020272	ED386365
RC020273	ED386366
RC020274	ED386367
RC020287	ED386368
RC020289	ED386369

SE - Science, Mathematics, ans Environmental Education

SE054774	ED386370
SE054775	ED386371
SE056306	ED386372
SE056340	ED386373
SE056359	ED386374
SE056366	ED386375
SE056367	ED386376
SE056368	ED386377
SE056369	ED386378
SE056393	ED386379
SE056464	ED386380//
SE056466	ED386381
SE056467	ED386382
SE056470	ED386383
SE056518	ED386384
SE056551	ED386385
SE056589	ED386386//
SE056763	ED386387
SE056778	ED386388
SE056808	ED386389//
SE056832	ED386390//
SE056835	ED386391
SE056840	ED386392//
SE056858	ED386393//
SE056882	ED386394

SO - Social Studies/Social Science Education

SO024882	ED386395//
SO024997	ED386396
SO024998	ED386397

S0025005	ED386398
S0025145	ED386399
S0025146	ED386400
S0025147	ED386401
S0025148	ED386402
S0025149	ED386403
S0025150	ED386404
S0025151	ED386405
S0025152	ED386406
S0025153	ED386407
S0025155	ED386408
S0025266	ED386409//
S0025274	ED386410
S0025337	ED386411
S0025420	ED386412
S0025421	ED386413
S0025422	ED386414
S0025423	ED386415
S0025424	ED386416
S0025425	ED386417

SP - Teaching and Teaching Education

SP036069	ED386418
SP036145	ED386419
SP036149	ED386420
SP036157	ED386421//
SP036167	ED386422//
SP036171	ED386423
SP036173	ED386424
SP036174	ED386425
SP036175	ED386426
SP036176	ED386427
SP036177	ED386428
SP036178	ED386429
SP036179	ED386430
SP036180	ED386431//
SP036181	ED386432
SP036182	ED386433
SP036183	ED386434
SP036184	ED386435
SP036185	ED386436
SP036187	ED386437
SP036188	ED386438
SP036189	ED386439
SP036190	ED386440
SP036191	ED386441
SP036193	ED386442
SP036194	ED386443
SP036196	ED386444
SP036197	ED386445
SP036198	ED386446
SP036200	ED386447
SP036208	ED386448
SP036210	ED386449
SP036211	ED386450